

**VOLUME CLXXVIII**

**AUGUST 2019**

**LAGRANGE COLLEGE**

**BULLETIN**

**LAGRANGE, GEORGIA**

**2019-2020**

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## CHANGE OF REGULATIONS

The college reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees, and other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper College authorities.

**BULLETIN EFFECTIVE DATE:** August 28, 2019, for current (2019-2020) academic year

### *Note:*

For information, regulations, and procedures for graduate study, see the *Graduate Bulletin*.

For information, regulations, and procedures for evening study, see the *Evening College Bulletin*.

## COMMUNICATIONS DIRECTORY

LaGrange College  
601 Broad Street  
LaGrange, Georgia 30240-2999  
706.880.8000  
<http://www.lagrange.edu/>

**For prompt attention, please address inquiries as indicated below:**

LaGrange College (general information)	706.880.8000
Office of the President	706.880.8240
Vice President for Academic Affairs	706.880.8236
Registrar	706.880.8024
Vice President for Student Engagement	706.880.8976
Director of Career Development Center	706.880.8185
Director of Communications and Marketing	706.880.8246
Director of Financial Aid	706.880.8249
Chief Information Officer	706.880.8050
Vice President for External Relations	706.880.8223
Vice President for Enrollment Management	706.880.8253
Vice President for Finance and Operations	706.880.8223

The administrative offices in Banks Hall are open 8:00 a.m. to 5:00 p.m. Monday through Friday. Saturday visits may be arranged by appointment. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

LaGrange College admits qualified students of any race, color, nationality, and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, color, race, national or ethnic origin, disability, or sex, sexual orientation, gender identity, or gender expression in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

### LAGRANGE COLLEGE BULLETIN, VOLUME CLXXVIII

PRESIDENT: DR. DAN MCALEXANDER

*The LaGrange College Bulletin*, the official publication of LaGrange College for current and future students, is published annually.

*Challenging the mind. Inspiring the soul. Transforming lives.*

## **MISSION**

**LaGrange College challenges the minds and inspires the souls of its students. Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth. An ethical and caring community valuing civility, diversity, service, and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.**

*LaGrange College challenges the minds and inspires the souls of its students.*

- Through an interdisciplinary, broad-based general education curriculum, rigorous study in the major disciplines, innovative learning opportunities and integrative co-curricular programs, LaGrange College students encounter experiences that challenge and inspire them to develop intellectually, socially, and spiritually.

*Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth.*

- The oldest private college in the state of Georgia, the institution has been affiliated with the United Methodist Church for more than 150 years.
- Firmly rooted in the Christian faith and grounded in the Wesleyan and liberal arts traditions, both of which are devoted to the unfettered pursuit of truth, the college encourages students to deepen their understanding of their faith and empowers them to engage in free intellectual inquiry.
- Welcoming students from widely diverse backgrounds and a variety of faith traditions, the college fosters an environment of respect and humility and is committed to the ideals of religious and academic freedom.

*An ethical and caring community valuing civility, diversity, service and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.*

- Understanding the necessity of informed thought directed toward responsible decision making, the academic programs of the college provide opportunities for students to grow in their ability to communicate effectively, to encounter the world with critical insight, and to approach problems and opportunities with creativity.
- Committed to the success of students as members of the college community and as alumni, the institution encourages students to see life and work as deeply related and to engage themselves in rich opportunities for meaningful service.
- Aware of the global nature of 21st -century learning and living, the college provides multiple opportunities for students to experience distant cultures and diverse peoples through study-away options, language study, internships, and a wide exposure to cultural-enrichment events – all in the context of academic study and action that foster responsible, sustainable stewardship.

**Adopted by Faculty, Administration, and Board of Trustees, 2010.**

## **HISTORY AND DESCRIPTION**

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named "LaGrange" after the country estate of the Marquis de Lafayette, the American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828, and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now the University of Georgia.

In 1847 the charter for the school was amended and the school became the LaGrange Female Institute with power to confer degrees. The name was changed to LaGrange Female College in 1851, and in 1934 it was changed to LaGrange College. The College became officially coeducational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location on "the Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842. The College was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of the United Methodist Church.

LaGrange College offers the Bachelor of Arts degree with nineteen (19) majors, the Bachelor of Science degree in five (5) areas, the Bachelor of Music degree in three (3) areas, the Bachelor of Business Administration, and the Bachelor of Science in Nursing degree. The graduate programs offered are the Master of Arts degree in Teaching, the Master of Education degree in Curriculum and Instruction, the Specialist in Education degree in Teacher Leadership, the Specialist in Education degree in Curriculum and Instruction, the Master of Arts in Clinical Mental Health Counseling, the Master of Arts in Philanthropy and Development, and the Master of Science and Master of Arts in Strength and Conditioning. The Evening program offers the Bachelor of Arts degree.

LaGrange College operates on the modified (4-1-4) semester system. The summer session is composed of two (2) part-sessions and one full through-session. All credits earned are semester hour credits.

The College draws more than half of its student body from Georgia. However, students from at least one-third of the other states in the U.S. and from abroad nourish a rich cosmopolitan and international community that includes various religious and ethnic backgrounds.

Students also are provided diversity opportunities through travel courses, field study programs, service-learning, and internships. Students in the College's Education and Nursing departments receive supervised learning experiences in many area schools and medical facilities, respectively. Campus art exhibitions, lectures, concerts, and varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the College.

The College is located in the town of LaGrange, Georgia, which has a population of 26,000. Nearby are Callaway Gardens, the Warm Springs Foundation, and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and a marina within the city limits of LaGrange.

## **ACCREDITATION**

LaGrange College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees as well as the educational specialist degree. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of LaGrange College.

LaGrange College is also approved by the United Methodist University Senate. It has membership in the National Association of Independent Colleges and Universities and the Georgia Independent College Association.

LaGrange College's teacher education (undergraduate and graduate) programs are accredited by the Georgia Professional Standards Commission to recommend candidates for certification in the areas of early childhood, middle grades, or secondary education.

The Bachelor of Science in Nursing (BSN) program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326; Marsal Stoll, EdD, Chief Executive Officer; 404-975-5000, [mstoll@acenursing.org](mailto:mstoll@acenursing.org)

The undergraduate programs in business and accountancy are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## **OTHER SESSIONS**

### ***EVENING COLLEGE***

Recognizing the unique needs of the nontraditional learner, who may be managing personal, professional, and collegiate careers, the Evening College supports full-time or part-time evening study for qualified adult students.

Evening students who are interested in degrees in Nursing or Education may complete the general education requirement in the Evening College before applying for transfer to the Day program. It should be noted that a separate application is required for admission to the Nursing or Education departments. Enrollment in Evening College does not guarantee admission to the Nursing or Education major. The Evening faculty advisor will work closely with students interested in either major to ensure that the specific prerequisite courses are satisfied.

Students should not assume the privilege of automatic permanent transfer from the Evening to Day or from Day to Evening. Students interested in changing their enrollment classification must complete an Academic Petition indicating the reason for requesting the program transfer. Before being presented to the Vice President for Academic Affairs (VPAA) for consideration, the Petition must be signed by the current academic advisor and the major advisor of the program into which the student desires to transfer. Note that transfer between programs may be requested only one time during a student's undergraduate career.

View the Evening College Bulletin online at <http://www.lagrange.edu/>. Call 706.880.8005 (800.593.2885 toll free) or e-mail [evening@lagrange.edu](mailto:evening@lagrange.edu) for additional information.

## **THE LAGRANGE COLLEGE CAMPUS**

### ***BANKS HALL***

Originally built in 1963, the building served the campus as its library until the Frank and Laura Lewis Library opened in February 2009. Renovated in 2009, the building now houses Admissions, Financial Aid, Business Office, Registrar's Office, Vice President for Enrollment, Vice President for Academic Affairs, Vice President for External Relations, Vice President for Finance and Operations and President.

### ***J. K. BOATWRIGHT HALL***

Completed in 1962, this three-story brick building serves as a men's dormitory. J. K. Boatwright Hall is named in memory of a longtime member of the college's Board of Trustees and chairman of the board's executive committee from 1956-1962. New designs were incorporated in renovations to the building in 2003.

### ***BROAD STREET APARTMENTS***

Originally constructed in 1936 and fully renovated in 2012, the Broad Street Apartments, located two blocks east of the main campus, and presented to the college as a gift from the Callaway Foundation, Inc., now house the Servant Scholars Program.

### ***FULLER E. CALLAWAY ACADEMIC BUILDING***

Completed in 1981 and renovated in 2000, the Fuller E. Callaway Academic Building houses the History, Political Science, Sociology and Psychology programs.

### ***CALLAWAY AUDITORIUM***

Built in 1941, Callaway Auditorium was originally designed as a multipurpose venue, and it served ably in that capacity for well over half a century, hosting countless basketball games, volleyball matches, dances, children's recitals, luncheons and other varied events. Though versatile, the facility was severely limited in its ability to provide an accommodation that was greatly needed by the community and LaGrange College: an acoustically pleasing music performance venue.

The demand for such a facility was satisfied in 2005 with the auditorium's transformation from a "gym with a stage" to a state-of-the-art concert hall. Funded jointly by LaGrange College and Callaway Foundation, Inc., the \$5.5 million renovation called for an almost complete internal makeover and a new roof. And while the hall's visual appearance has changed dramatically, the single most important improvement is the superior sound quality that the auditorium now delivers.

### ***CALLAWAY CAMPUS***

Acquired by the college in 1992 as a gift from Callaway Foundation, Inc., the campus includes three buildings of brick and concrete construction. Callaway Foundation, Inc. donated funds to build a state-of-the-art lighted soccer field there in 1995. The Callaway Campus also includes a softball complex, tennis courts, swimming pools and a football practice field.

### *CALLAWAY EDUCATION BUILDING*

Built in 1965, renovated in 1994, and given a \$2 million, 17,000-square-foot addition in 2006, the building houses the offices of Intercollegiate and Intramural athletics, offices of Exercise Science, a weight room, an athletic training room and a football locker room.

### *CASON J. CALLAWAY SCIENCE BUILDING*

Built in 1972 and renovated in 2017, this three-story brick building primarily provides for instruction in Math and Physics. The building is named in memory of a former member of the college's Board of Trustees and houses the Charter Computational Mathematics Lab.

### *WARREN A. CANDLER COTTAGE*

Completed in 1929 as a home for the college president, Candler Cottage now houses offices in External Relations.

### *LEE EDWARDS CANDLER AND HAWKINS RESIDENCE HALLS*

Lee Edwards Candler and Hawkins Residence Halls were completed in 2002. Each apartment-style hall houses 124 students. Arranged in either two- or four-bedroom floor plans with one bathroom per two students, the apartments are fully furnished and have a full kitchen. A community room also is located at the end of one wing in each building. Candler Hall is named in memory of Mrs. Lee Edwards Candler. Hawkins Hall is named in honor of Annie Carter Hawkins and in memory of Allen Willard Hawkins Sr., parents of Scott Hawkins '74.

### *THE CHAPEL*

The materials used in the construction of the Chapel in 1965 link it with Christian worship in LaGrange and other parts of the world. Included in the structure are two stained glass windows made in Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery in Iona, Scotland; and a stone from St. George's Chapel in Windsor, England. Regular worship services are held when the college is in session.

### *CLEVELAND FIELD*

Cleveland Field opened in 2000 as LaGrange College's new \$2.21 million baseball facility. Callaway Foundation, Inc. gave a challenge grant as well as the land to honor Philip Cleveland, who served the college as a trustee for 19 years.

### *HAWKES HALL*

Completed in 1911, this four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of college benefactor A.K. Hawkes. Following a \$1.4 million renovation, the building now houses women students on its second, third and fourth floors. Faculty offices and classrooms for the Department of Education occupy the ground floor. The Nixon Parlor is located on the second floor and is named in honor of longtime college supporter Winifred Adams Nixon '33.

### *WRIGHTS G. HENRY, JR., RESIDENCE HALL*

Completed in 1970, this five-story brick building provides student housing. The structure is named in honor of the late Dr. Wrights G. Henry Jr., who served as president of the college from

1948-1978 and as chancellor from 1978 until his death in 1989. The building also houses a 24-hour computer lab open to all students.

#### *CHARLES D. HUDSON NATATORIUM*

The swimming pool was constructed in 1947 as an oversized pool with dimensions of 80 by 150 feet. The cabana and bathhouse were built in 1956. Today, the oversized pool has been divided into an outdoor pool and a natatorium, and the complex is now equipped for a year-round aquatics program. The Natatorium is named in honor of Dr. Charles D. Hudson, longtime chair of the Board of Trustees and retired chair of the board's Executive Committee.

#### *IDA CALLAWAY HUDSON LAB SCIENCES BUILDING*

Opened in February 2017, this state-of-the-art, 40,000-square foot facility, Hudson Lab Sciences Building, houses laboratories for instruction in anatomy/physiology, biology, chemistry, ecology, cell and molecular biology, microbiology and organic chemistry and designated space for undergraduate research. It includes a nuclear magnetic resonance machine and an atomic absorption spectrophotometer.

#### *LAMAR DODD ART CENTER*

Completed in 1982 and fully renovated and modernized in 2011, this building provides a physical environment and the equipment needed for art instruction as well as gallery space for the college's outstanding art collection. The building is named in honor of the late Lamar Dodd, a Georgia artist who grew up in LaGrange and whose paintings won international recognition.

#### *FRANK AND LAURA LEWIS LIBRARY*

January 2009 saw the opening of the new 45,000-square-foot Frank and Laura Lewis Library at LaGrange College. Named for two former librarians, the new library includes individual and group study rooms; a 24-hour study center with a coffee and snack bar; an auditorium; a multi-media classroom; a media lounge; student and faculty research carrels; and state-of-the-art audio-visual equipment. The Frank and Laura Lewis Library is located at the center of the campus in proximity to the dining hall, dorms and classrooms.

#### *LOUISE ANDERSON MANGET BUILDING*

Built in 1959 and completely renovated in 2001, the Louise Anderson Manget Building houses the Humanities Department, including the programs of English, Latin American Studies and Modern Languages and Religion and Philosophy.

#### *ALFRED MARIOTTI GYMNASIUM*

Built in 1959, the Mariotti Gymnasium houses the Exercise Science laboratory, Physical Education classrooms and facilities for indoor athletics. The facility is named in memory of Coach Alfred Mariotti, the college's basketball coach from 1962 until 1974 and a member of the faculty until his retirement in 1979.

#### *MITCHELL BUILDING*

The Mitchell Building is located on the grounds of Sunny Gables Alumni House. It was named in memory of Evelyn Mitchell, a trustee of the Arthur Vining Davis Foundations.

### *MARGARET ADGER PITTS DINING HALL*

Completed in 1962 and renovated most recently in 2012, this two-story brick building houses the dining area and kitchen on the main floor, and the college gift shop, post office and printing center on the bottom floor. The building is dedicated in honor of the late Margaret Adger Pitts, a former college trustee.

### *PITTS RESIDENCE HALL*

Completed in 1941, this two-story brick women's dormitory was renovated in 1990. Pitts Hall was rededicated in memory of Mr. and Mrs. W. I. H. Pitts and in honor of their daughter, the late Margaret Adger Pitts, a former college trustee. The members of the Pitts family were longtime supporters of the college.

### *PRESIDENT'S HOME*

Acquired by the college in 1964, this home originally was occupied by local attorney and former trustee Hatton Lovejoy. The first college family to live in the house was that of Dr. Waights G. Henry Jr., who moved from the former president's residence in Candler Cottage. Designed in 1934, the home represents a combination of Georgian and Neoclassical elements.

### *PRICE THEATER*

Completed in 1975 and renovated in 2013, this building features a 280-seat proscenium theater with 36 fly lines, eight electrics (including four beam positions over the auditorium), and a hydraulic orchestra pit. It also houses the Theatre Arts program, including faculty offices, a scenery workshop, dressing rooms, a costume shop, an actors' lounge, classroom and the Lab Theatre.

### *QUILLIAN BUILDING*

Built in 1949 and named in memory of former president Hubert T. Quillian, who served from 1938-1948, this building currently provides offices for the Vice President for Human Resources and the Department of Information Technology.

### *SMITH HALL*

Smith Hall is the oldest building on the campus. The main portion of the building was constructed in 1842 of handmade brick formed from native clay. An addition was built in 1887, and a major renovation was completed in 1989 at a cost of over \$2.5 million. The building now houses offices, classrooms and seminar rooms. Smith Hall was named in memory of Mrs. Oreon Smith, wife of former college president Rufus W. Smith, who served from 1885 until his death in 1915. The building is listed in the National Register of Historic Places.

### *TURNER HALL*

Built in 1958 (not long after the institution became co-educational), this three-story brick building was first used to provide campus housing for men, and later, women. In 2003, the structure was renovated and enlarged. The Mabry Gipson Student Center features large and small meeting rooms, a student grill and the Jones Zone on the first two floors. Student housing on the third floor is known as the William H. Turner Jr., Residence Hall. It is named in memory of Mr. Turner, a textile executive of LaGrange, who was a benefactor of the college, a longtime member of the Board of Trustees and chairman of the board's executive committee from 1929 until 1950.

### *SUNNY GABLES ALUMNI HOUSE*

Built by Mary and Julia Nix in 1925, Sunny Gables Alumni House is an outstanding example of early 20th century Tudor Revival architecture. Designed by P. Thornton Marye, it is now part of the National Register of Historic Places' Vernon Road Historic District. This multipurpose facility serves as the permanent home for alumni. The facility extends entertainment space to the college's constituents for specific programming purposes.

### *WEST SIDE*

Formerly a Troup County magnet school for the arts, West Side was purchased in 2014 and extensively renovated to house the college's Nursing, Music and Digital Creative Media (film) programs. The facility features state-of-the-art equipment for all areas, as well as a 150-seat recital hall, live recording studio and rehearsal space for chamber choir, percussion ensemble and marching and concert bands.

## **ADMISSION AND ENROLLMENT**

LaGrange College welcomes applications from goal-centered students who embrace the challenge to learn and to serve others. The application and admission process at LaGrange College is selective and focuses on each applicant's interests, goals, academic readiness for college-level work, and college expectations. We seek applicants who have the potential to be successful academically and who will contribute to our community in meaningful ways.

Admission Counselors are available to advise prospective students and families about the admission process and requirements, financial aid and scholarships, and arranging a campus visit. The Office of College Access and Admission will also provide admission and financial aid publications and other pertinent information, as well as the appropriate application packet upon request.

Prospective students are strongly encouraged to visit the campus and to interview with an Admission Counselor. Campus visits and interviews may be scheduled Monday through Friday at 10:00 AM or 2:00 PM during the academic year. To arrange an appointment, call the Office of College Access and Admission at 800-593-2885 or 706-880-8005, e-mail the office at [admission@lagrange.edu](mailto:admission@lagrange.edu), or visit the College's website at <http://www.lagrange.edu>.

### ***ADMISSION AS A NEW FIRST-YEAR STUDENT***

Admission to LaGrange College operates on a rolling basis for the Fall and Spring Semesters. Prospective students are encouraged to apply as early as possible after completion of the junior year of high school. March 1<sup>st</sup> is the preferred deadline for best consideration for admission, financial aid, and housing for the Fall semester. Students interested in scholarship consideration should apply before January 1<sup>st</sup> or by the published deadline for the scholarship, whichever is earlier. Offers of admission for Fall 2018 are generated beginning October 1<sup>st</sup>. LaGrange College does not have an early admission policy.

### ***BASIS OF SELECTION***

LaGrange College operates under a traditional selection process. Admission decisions are based on a variety of factors, including a strong secondary school preparation demonstrated by course selection and grades, college entrance examination scores, individual achievements and interests, and other indications of ability to benefit from the college experience.

### ***ACADEMIC PREPARATION***

First-year Admission: Prior to enrollment, an applicant is expected to complete graduation requirements from an approved high school. Students graduating from Georgia high schools are normally expected to complete the requirements for the College Preparatory Curriculum (CPC) diploma. LaGrange College students come from a variety of public and private secondary school backgrounds. Preference is given to applicants who have strong academic preparation in high school. An official transcript of a prospective student's work should reflect a balanced academic program of at least fourteen units distributed as follows: English – 4 units, Mathematics – 4 units (including two units above Algebra I), Science – 3 units, Social Studies or History – 3 units. A student should have a minimum of a 3.00 grade point average based on a 4.00 grading scale and rank in the top 50% of his or her graduating class. A student's grade point average will be

recalculated by the Office of College Access and Admission and will be based solely on academic course work.

As a home-school friendly campus, LaGrange College invites home-schooled students to apply for admission. In addition to the items requested for first-year admission, home-schooled students are asked to provide two (2) letters of recommendation. Please note that family members may not submit letters of recommendation. The Office of College Access and Admission will also need a copy of the most current letter of intent to home school as filed with the state Department of Education.

Applicants who have the General Educational Development (GED) diploma should have satisfied all standard scores on each sub-test and all average standard scores on all GED sub-tests. An official transcript of a prospective student's GED must be submitted for admission. Applicants who have completed the Old Series GED, should have a minimum standard score of 35 on each sub-test and an average standard score of at least 50 on all GED sections. Applicants who have completed the New Series GED should have a minimum 450 standard score average on each sub-test and a battery average score of at least 500 on all GED sections. The Office of College Access and Admission or the Faculty Admissions Committee will review the scores. The SAT or ACT requirement may be waived for students who are at least 24 years of age. An interview and/or other academic aptitude assessments, as well as letters of recommendation, may be required by the Committee.

#### *COLLEGE ENTRANCE EXAMINATIONS*

All First-Year applicants must complete the American College Test (ACT) or the Scholastic Assessment Test (SAT). The applicant should have an ACT composite score of at least 19 with a minimum English sub-score of 18, or a combined SAT score of at least 1,000 with a minimum SAT Evidence-Based Reading and Writing score of 500. The ACT Plus-Writing score or the SAT Writing score and sub-scores may be used for placement. A student should include the LaGrange College code when requesting test results to be sent to the College. The LaGrange College ACT code number is 0834; the SAT code number is 5362.

LaGrange College records the combined score from the ACT and/or SAT for admission, scholarship, and reporting purposes. The combined score is defined as the highest composite score a student has obtained from multiple test administrations, whether the ACT or the SAT. The College reports the highest ACT or SAT sub-scores from the highest composite score report for admission, scholarship, and reporting purposes and employs a concordance table to determine whether the higher ACT or SAT sub-score is reported. The ACT and/or SAT combined score is factored from collating the combined highest scores from composite sub-scores regardless of the administrations from which each score was obtained.

#### *FIRST-YEAR APPLICATION PROCEDURE*

Upon completion of the application sequence described below, a student's credentials will be evaluated, and a decision will be communicated to the applicant as quickly as possible. The Office of College Access and Admission reserves the right to request or waive documentation as appropriate. A student should submit the following items:

1. A completed application for admission. Applications must be signed and dated by the student, or students must electronically sign the application if they are completing the on-line application;
2. Two official transcripts, one transcript to be sent at the time of application, which should include the student's grades through the end of the junior year, or with a partial senior year class schedule, and a second transcript sent upon completion of the student's senior year certifying graduation. Applicants who have the General Educational Development (GED) diploma must submit an official score report in addition to the high school transcript;
3. Official standardized test scores (either SAT or ACT) sent directly from the agency unless the student's scores are presented on the official high school transcript;
4. An essay documenting a student's interest in attending LaGrange College in response to a prompt provided on the application for admission.
5. A campus visit, letters of recommendation, and interview are strongly recommended.

The Faculty Admission Committee may request additional materials from an applicant or require an interview to gain a better understanding of the student's potential for success in a challenging academic environment. The Office of College Access and Admission notifies applicants of their application status shortly after review by the Admission Committee. Admission to the college requires satisfactory completion of academic work in progress.

Students sign an Honor Code statement pledging not to lie, cheat, steal, or tolerate these unethical behaviors in others. Recognizing the importance of adherence to the Honor Code, the Office of College Access and Admission extends this principle to our application process. Any student who omits or falsifies material details in the application for admission will not be admitted or the offer of admission may be revoked.

### *ADMISSION STATUS*

A number of factors are considered in making an admission decision, including a student's grade point average, difficulty of coursework, standardized test scores, extracurricular and co-curricular activities, recommendations, and admission essay. Students may be accepted to LaGrange College in one of several categories.

**Regular Admission:** Most students offered admission to LaGrange College are accepted with no stipulations, other than successful completion of their current academic coursework and proof of high school graduation.

**Provisional Admission:** In some cases, a candidate who appears to meet the standard requirements for admission may experience delays in obtaining required documents. At the discretion of the Admission Committee, a student may be granted Provisional Admission pending receipt of required documents. Upon submission of the documents, the student will be granted regular status. All documents must be submitted within 30 days of matriculation.

**Conditional Admission:** In some cases, candidates for admission may meet most of the criteria for admission but still not qualify for regular admission. At the discretion of the Faculty Admission Committee, such students may be admitted on probation. Students admitted on

probation must meet the minimum stated grade point average requirement based on their class level in order to be removed from probationary status.

**Foundations Program:** Students who are Conditionally Admitted to LaGrange College are eligible to attend the Foundations Program. The Foundations Program is a month-long, residential academic and student engagement support program designed to facilitate a smooth and seamless transition into life at LaGrange College. During the summer Foundations Program, students are assigned two classes (6 credit hours) that will count towards their overall coursework at LaGrange College. Students are provided campus housing during the program and will receive intensive academic support and student engagement support to further enhance their transition into LaGrange College for the Fall. Candidates, who successfully complete the summer Foundations Program with a minimum grade of at least a “C” in each of the two (2) courses, will be granted clear and unconditional admittance to LaGrange College.

**Dual Enrollment:** LaGrange College encourages qualified twelfth-grade students to consider simultaneous enrollment in LaGrange College and their high school. Georgia high school seniors may also wish to consider participating in the Georgia Move on When Ready (MOWR) Program for a limited number of Spanish courses offered in the Summer Term. Students wishing to apply for the dual enrollment program or the Georgia Move on When Ready Program must submit the following materials:

- an application for admission
- the application fee
- a recommendation letter from the student's principal or headmaster
- an official High School transcript
- official SAT or ACT scores
- a high school average which indicates that the student is on track for graduation and has the academic ability to be successful in the program

#### ***ENROLLMENT VERIFICATION PROCEDURES—FRESHMEN (FIRST-YEAR)***

An accepted freshman must acknowledge his or her decision to enroll at LaGrange by submitting an Enrollment Deposit in the amount of \$300. LaGrange College observes the National Candidates Reply Date Agreement by not requiring verification of enrollment or acceptance of financial aid prior to the date established by the National Association for College Admission Counseling (NACAC). Enrollment Deposits are due May 1st for Fall Semester and December 1st for Spring Semester, or thirty days from the date of acceptance if accepted after April 1st or November 1st, respectively. **Deposits are refundable if requested in writing before the May 1st or December 1st deadline, respectively.** Freshmen applicants should notify the Office of College Access and Admission as soon as a firm decision to enroll has been reached. Additional financial aid, housing information, and course registration information will follow as soon as The Office of College Access and Admission has been notified of the student’s decision to enroll.

*Prior to registration, new students must submit the completed Health Form to the Office of Residential Education and Housing, including the record of immunization. Immunizations must be up to date as outlined on the Health Form. A physical examination is not required.*

Financial Aid and Scholarship procedures should also be completed in a timely manner. Please refer to the Financial Aid section in this bulletin for specific information on the process.

LaGrange College is a residential campus. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. It is very important that the completed Housing Forms and the Enrollment Deposit be sent as soon as a decision is made to enroll.

During the New Student Orientation session(s), each student will meet with an advisor to discuss the curriculum and to register for classes in the Fall or Spring Semester. While on campus, the student may contact the Office of Financial Aid and Affordability to finalize financial arrangements. Arrangements must be finalized prior to the first day of classes. If all Advanced Placement, College Level Examination Program, International Baccalaureate, and final college and university transcripts have not been received and evaluated by the college, a student's first semester of enrollment may be affected.

All new students for Fall must participate in one Orientation and Registration session during the summer. New students for the Spring semester must also participate in an Orientation and Registration session held prior to the first day of classes of the Spring semester. Information on Orientation and Registration will be sent from the Office of College Access and Admission as plans are finalized.

#### *ADMISSION AS A TRANSFER STUDENT*

LaGrange College welcomes applications from qualified students who wish to transfer from other regionally accredited colleges and universities, provided that they are eligible to return to their current institution at the time of entry to LaGrange College. Accepted applicants may enroll at the beginning of any semester. Applications for admission are reviewed on a rolling basis and admission decisions are reached upon receipt of all official documents and transcripts.

#### *BASIS OF SELECTION*

For the purpose of admission, a transfer student is defined as one who has successfully completed at least 30 semester hours or 45 quarter hours of non-remedial courses at a regionally accredited college or university after having graduated high school or high school equivalency. Applicants who do not meet this definition must meet the same admission criteria as all other freshmen. In order to be eligible for regular admission to LaGrange as a transfer student, one must have earned a minimum of a 2.25 or higher GPA on all work attempted at the post-secondary level.

A transfer student must be in good academic standing at all previously attended institutions. Transfer applicants under academic or disciplinary suspension or dismissal from a previous institution cannot be admitted to LaGrange until such sanctions are lifted. Transfer applicants not meeting the requirements listed above will be reviewed by the Faculty Admission Committee. A student may be accepted conditionally under the standard criteria for conditional admission. Prior to the student's admission to LaGrange College, the Office of College Access and Admission must receive all necessary documents, including official transcripts of all college

coursework. Any applicant who intentionally withholds information about college coursework previously attempted, either by failing to report that coursework or by failing to provide an appropriate transcript, will be subject to a revocation of any admission or scholarship offer(s) extended by LaGrange College.

### ***TRANSFER APPLICATION PROCEDURES***

To apply for admission as a transfer student, a student should submit the following:

1. A completed application for admission. Applications must be signed and dated by the student, or students must electronically sign the application if they are completing an online application;
2. An official final high school transcript demonstrating completion of the student's senior year and certifying graduation. Applicants who have the General Educational Development (GED) diploma must submit an official score report in addition to the high school transcript;
3. An official transcript from each college or university attended. If currently enrolled, a second transcript will be required indicating completion of the semester and eligibility to return to the institution. To be considered an official document, a transcript should be submitted directly to the Office of College Access and Admission at LaGrange College in a sealed envelope from the sending institution. Institutional records personally delivered to LaGrange College by a student must also be in a sealed envelope in order to be considered official. Photocopies, faxes, or transcripts in unsealed envelopes are not considered official.

### ***ENROLLMENT VERIFICATION PROCEDURES—TRANSFERS***

An accepted transfer student must acknowledge the decision to enroll by submitting an Enrollment Deposit of \$300. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. It is very important that the completed Student forms and the Enrollment Deposit be sent as soon as a decision is made to enroll. Room assignments are made according to the date the forms and deposit are received.

*Prior to registration, new students must submit the completed Health Form to the Office of Residential Education and Housing, including the record of immunization. Immunizations must be up to date as outlined on the Health Form. A physical examination is not required.*

During the New Student Orientation session(s), each student will meet with an academic advisor to discuss the remaining College core requirements, the curriculum, and course selections for the semester. If all official final college and university transcripts have not been received and evaluated by the College, a transfer student's first semester of enrollment may be affected.

Before classes begin, transfer students must finalize their financial arrangements with the Office of Financial Aid and Affordability in regard to tuition, room and board, and other fees.

### *ADMISSION OF INTERNATIONAL STUDENTS*

LaGrange College is pleased to receive and review applications for admission from international students. Increasing international understanding is valued at LaGrange College. In promoting that understanding, LaGrange College seeks to enroll an internationally diverse student body. The College serves as a host or home base institution for short-term international visitors and has executed cooperative agreements with Seigakuin University in Tokyo, Japan; Instituto Laurens in Monterrey, Mexico; Study USA in Northern Ireland, and the Methodist International Student Exchange Network (MISEN), among others. Since correspondence for international admission can be extensive and time consuming, it is strongly recommended that students apply by May 15th for the Fall Semester, and by October 15th for the Spring Semester.

### *BASIS OF SELECTION*

LaGrange is authorized under the United States Citizenship and Immigration Services (USCIS) to enroll non-immigrant alien students. Admission to LaGrange College requires submission of the international student application, application fee, and translated and certified documents attesting to the student's academic performance in secondary and/or university studies. These students are required to follow the prescribed admission procedures below and to take either the Test of English as a Foreign Language examination (TOEFL), the SAT, or the ACT, and to provide an official statement of financial resources sufficient to support educational costs.

### *ACADEMIC PREPARATION*

An international freshman applicant must have above average grades (equivalent to a minimum of 2.50 grade point average based on a 4.00 grading scale) in a balanced academic curriculum from the secondary school. An international transfer student must be in good academic standing and eligible to return to the post-secondary institution last attended.

### *ENTRANCE EXAMINATIONS*

LaGrange College does not offer English as a Second Language (ESL) courses and therefore requires evidence of English proficiency for consideration of admission. If the native language is not English, proficiency should be substantiated by a minimum score of at least 500 on the written Test of English as a Foreign Language (TOEFL), a minimum score of at least 173 on the computer-based TOEFL, or a minimum reading, listening, and writing score of at least 61 on the Internet-based TOEFL; an SAT combined score of 900 with a minimum SAT verbal score of 450; or an ACT composite score of at least 19, with a minimum English sub-score of 18. English proficiency may also be achieved with a minimum IELTS score of 6, a certificate of completion of level 112 from the ELS Centers, Inc.; or grades of "C" or better on G.C.E, G.S.C.E, or C.X.C. English examinations or equivalent tests.

### *FINANCIAL VERIFICATION*

All international students must have sufficient funds to cover tuition, fees, textbooks, living expenses, transportation expenses, and other incidental expenses while attending college in the United States. An applicant should be realistic in determining the extent of his or her personal financial resources relative to the total cost. International students must submit an affidavit of support and financial statements demonstrating the ability to pay the cost of attendance for at least one (1) year of study. If the prospective student is in the United States, then an interview at

the College is desirable. The Vice President for Enrollment should be contacted for an appointment as well as for the current interpretation of regulations with regard to obtaining an F-1 student visa.

Federal and State financial aid is not available to international students. Institutional financial aid may be available to highly qualified students.

### *INTERNATIONAL STUDENT APPLICATION PROCEDURE*

Upon completion of the application sequence described below, a student's credentials will be evaluated, and a decision will be communicated to the student as quickly as possible. An international student should submit the following items:

1. A completed Application for International Students form. Applications must be signed and dated by the student. **All sections, including financial information, must be completed, certified, and signed;**
2. A nonrefundable application fee of \$20.00 (U.S. Currency);
3. Official academic transcripts from all secondary schools (high schools) and, if applicable, post-secondary schools (colleges or universities) attended. Transcript(s) in languages other than English must include official, certified English translations, authentic verifying statements, and signatures. **Note: LaGrange makes every effort to evaluate the transcripts of international students. However, in some cases, it may be necessary to obtain a certified evaluation of the transcript(s). If such an evaluation is required as part of the admission process, transfer of credit evaluation, or athletic eligibility certification process, the student must bear the cost of this professional evaluation. Information regarding this process may be obtained by contacting the Office of College Access and Admission.**
4. Official entrance examination scores (i.e. TOEFL, SAT, ACT) must be mailed directly to the Office of College Access and Admission.

International Transfer Students: International transfer students who have earned a Baccalaureate degree from a foreign institution should present an evaluated transcript from an approved foreign credentials service to the Registrar for evaluation. Credit will be given for courses equivalent to our general education core requirements in which the student has earned a minimum grade of C-.

### *ENROLLMENT VERIFICATION PROCEDURES—INTERNATIONAL STUDENTS*

An accepted international student must acknowledge his or her decision to enroll at LaGrange College by submitting the following items:

- A record of immunization and proof of health insurance must be sent to the Office of Global Engagement. If a physician's statement is sent in addition to the Health Form, it must be mailed directly from the physician to Residential Housing.
- An Enrollment Deposit, sent to the Business Office, equal to one semester's tuition, fees, room and board, books and miscellaneous fees and expenses, less any financial aid which would be applied to the first semester of attendance.

Upon receipt of the above items a Certificate of Eligibility—Non-Immigrant F-1 Student Status (Form I-20) will be provided to the admitted student. At this point, the Office of Global Engagement will assume responsibility for communication with the accepted international student, will provide an academic advisor who can help the student plan a course of study, and will make all further necessary arrangements for a smooth transition to campus.

LaGrange College is a residential campus. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. International students should keep in mind that residence hall rooms are assigned based on information provided by completing all housing forms and by submitting the enrollment deposit. The International Student Handbook, published by the Office of Global Engagement, is available on the College website.

All new students participate in orientation activities organized by the Office of Global Engagement. Before classes begin, international students must finalize their financial arrangements with the Business Office in regard to tuition, room and board, and other fees. Information on Orientation will be sent from the Office of Global Engagement as plans are finalized.

#### *ADDITIONAL RESPONSIBILITIES OF INTERNATIONAL STUDENTS*

It is the student's responsibility to comply carefully with all non-immigrant alien requirements as stated in the United States Citizenship and Immigration Services laws and regulations.

Upon receipt of the Form I-20, the international student should apply for a student visa (F-1). Documented evidence of financial support must be attached to the Certificate of Eligibility when applying for the student visa at the United States Embassy or Consular Office. Passport processing can be quite lengthy. It is important to apply for the passport well in advance of the departure date.

A travel information form will be enclosed with the I-20. The completed form should be returned to the Office of Global Engagement when travel arrangements have been finalized.

#### *INTERNATIONAL EXCHANGE*

Students who wish to attend LaGrange College under the semester or year-long exchange programs available at specific colleges and universities in Northern Ireland through the General Board of Higher Education of the United Methodist Church should contact the Office of Global Engagement for further information regarding the application and applicable College policies. International Exchange Students who later wish to apply as degree-seeking International Students must follow the application procedures for International Admission and meet international admission requirements.

#### *READMISSION TO LAGRANGE COLLEGE*

Former students of LaGrange College who wish to return to LaGrange must submit an application for readmission to the Office of College Access and Admission. Following an absence from LaGrange College of three (3) or more semesters, or following any period of time during which a student was not in good standing during the last term in attendance at LaGrange

College, or in the case of any student wishing to return to attempt additional coursework, submission of an Application for Readmission is required. This form is available in the Office of College Access and Admission. Students seeking readmission to LaGrange College must be cleared by the following Offices: Office of the Registrar, Business Office, Student Accounts, Office of Financial Aid and Affordability, Office of Student Engagement, Office of Residential Education and Housing. Any student absent from LaGrange College for 2 semesters or less, who was in good standing when he/she last attended LaGrange College, may re-activate his/her file in the Registrar's Office. These students do not need to apply for readmission.

In the event that a student seeking readmission has attended another institution as a transfer student (not transient) since he or she left LaGrange College, then the student, if readmitted, is treated as a new transfer student. Students fitting this description are subject to the Bulletin in force at the time of transfer back to LaGrange College. Students who have not attended another institution are generally governed by the Bulletin in force at the time of their initial admission. However, students who have been out of school for four (4) calendar years or more re-enter LaGrange College under the Bulletin in force at the time of readmission and resumption of study.

#### *ADMISSION REQUIREMENTS FOR SPECIAL STUDENT ENROLLMENT (NON-DEGREE SEEKING)*

Students not working toward a degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for non-degree undergraduate student status may be obtained through the Office of College Access and Admission. Students classified as non-degree undergraduate students may become regular, degree-seeking students by meeting requirements for regular admission. All non-degree seeking students, designated as special students, may register for regular courses through the Office of the Registrar after being admitted through the Office of College Access and Admission. Registration is subject to the following restrictions:

1. All prospective special students must affirm completion of high school or the GED and provide all official college transcripts.
2. An individual denied admission to LaGrange College as a degree-seeking student is not eligible to register as a special student.
3. After completing four courses as a special student, a person must have a cumulative grade point average of 2.0 or higher to continue as a special student.
4. Exemptions from any of the above restrictions may be granted only by the Vice President for Academic Affairs (VPAA).
5. All payment arrangements for special students must be made in accordance with the policies set forth for regular students as defined in this document.
6. All special students will be charged at the same rate per credit hour as regular students.
7. Special students are not eligible to live in the residence halls, to participate in intercollegiate athletics, or to have fraternity or sorority membership.
8. Special students are not eligible for any LaGrange College scholarships, Title IV federal funds, or Veteran's Affairs (VA) benefits.
9. Should the special student subsequently meet regular admissions requirements and choose to become a degree seeking student, official transcripts from high school, and previous colleges and universities will be evaluated.

10. No more than six (6) credit hours earned while designated as a special student are applicable toward a degree sought at LaGrange College.
11. All special students will have to adhere to the same institutional academic policies (except as noted above) as regular students.

For further information on special student applications, contact the Office of College Access and Admission.

### *TRANSIENT STATUS*

Transient status is available to students regularly enrolled and in good standing at another college or university who desire to attend LaGrange College. A transient student must submit a letter of good standing or a transient form indicating good standing and pre-approved courses from their home institution. Approval of coursework must be authorized by the primary institution on the Transient Application for Admission, which is available in the Office of College Access and Admission. A permission letter from the student's home institution certifying status and granting permission for specific transient coursework may also be sent. This information, and valid photograph identification, must be presented to the Office of the Registrar at LaGrange College at the time of enrollment.

### *ACADEMIC CREDIT POLICIES - INCOMING STUDENTS* *ADVANCED PLACEMENT PROGRAM (AP)*

LaGrange College participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. Students who have taken college-level courses and who would like to apply for academic credit at LaGrange should take the appropriate AP Examination and have the test results sent to the Office of the Registrar. The College reviews and evaluates AP courses on an individual basis in the context of a student's proposed area of study. Credit is awarded at the discretion of the College, and students should not assume that credit will be awarded automatically. Three to eight (3 - 8) semester hours of credit are granted for each AP Examination passed with a score of four or higher in courses comparable to LaGrange College courses. The passing score and the number of hours granted is determined by the corresponding academic program.

### *COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)*

LaGrange College awards credit for satisfactory performance on the tests of the College Level Examination Program (CLEP) provided that the examination area is comparable to a course offered for credit at LaGrange College. A CLEP exam grade of "C" or better is needed to receive credit; only 6 CLEP credit hours will be accepted for courses below the 3000-level. Although students who wish to receive credit granted on this basis are encouraged to take Subject Examinations, the 6 hours permitted may be in Subject Examinations, General Examinations, or both. Students wishing to receive credit based on CLEP scores should request the College Level Examination Program to send an official score report directly to the Office of the Registrar.

### *INTERNATIONAL BACCALAUREATE PROGRAM (IB)*

LaGrange College recognizes the successful achievement of students participating in the curriculum of the International Baccalaureate (IB) Program. Students are encouraged to submit their IB examination scores for review. Credit is only awarded for the IB Higher Level

Examinations (not the IB Subsidiary Examinations) provided that the examination area is comparable to a course offered for credit at LaGrange College and that a minimum score of 5, 6, or 7 on the Higher Level examinations, with the exception of English as a Second Language. No credit is awarded solely for earning an IB Diploma, for IB Standard Level exams, or for scores below 5 on any Higher Level examination. Credit is awarded at the discretion of the College, and students should not assume that credit will be awarded automatically. An IB transcript should be sent to the Office of the Registrar for evaluation.

#### *CREDIT THROUGH UNITED STATES ARMED FORCES AND SERVICE SCHOOLS*

Courses taken through the United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Nine (9) semester hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. Academic credit for one activity course in physical education, up to a maximum of four, will be awarded for each two months served in the Armed Forces. The maximum credit possible, then, is thirteen (13) semester hours. The Registrar should be contacted in order to obtain appropriate credit.

#### *TRANSFER OF CREDIT FROM OTHER INSTITUTIONS*

LaGrange College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone: 404-679-4501) to award degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Business Administration, Bachelor of Science in Nursing, Master of Education in Curriculum and Instruction, Master of Arts in Teaching, Specialist in Education degree in Teacher Leadership, Master of Philanthropy and Development, and Master of Clinical Mental Health Counseling. Accordingly, the college accepts coursework from similarly regionally accredited colleges and universities.

Academic credit is normally given to students for grades of "C-" or above. Acceptable credit from a two-year institution is limited to 60 semester hours. Students enrolling from other four-year institutions may be able to receive up to 81 semester credits, but LaGrange College residency requirements, the Ethos curriculum, and appropriate major coursework must be satisfied. A Technical College System of Georgia (TCSG) student having a minimum 2.5 GPA for all academic work *attempted* at a SACS accredited TCSG institution *and* an Associate of Science degree from a TCSG institution will be automatically admitted to LaGrange College and all general education requirements will be considered met. Transfer students who have attempted any developmental-level coursework must provide evidence that they have completed all requirements and successfully exited the program prior to evaluation by the Admission Committee.

For those transfer students who have earned a previous bachelor's degree, LaGrange College accepts a maximum of 81 semester hours, which leaves a minimum of 39 semester hours to take at LaGrange College to satisfy the minimum residence requirement and reach the necessary 120 semester hours to receive a degree from LaGrange College. Core requirements as well as Interim

Term requirements are considered satisfied; however, a requirement of ten (10) Cultural Enrichment events must be satisfied.

When transfer applications are accepted, the Registrar will review and evaluate all coursework taken at institutions outside of LaGrange College. Assignment of transfer credit is based on course descriptions from the submitting institutions, recommendations from the academic departments, and previously established equivalencies already in place. The report, indicating courses and credit hours for which transfer credit will be accepted by LaGrange College, will be mailed to the student prior to registration for the upcoming term. If the student does not agree with the awarded credit for a particular course, he/she may petition the academic department offering the course.

## FINANCIAL INFORMATION

### *PAYMENT OF CHARGES*

All charges for the semester are due and payable at the beginning of the term, and each student is expected to make satisfactory arrangements at that time. Students who pre-register and pay in advance of the deadline each semester are not required to attend final registration. Students completing registration after the posted deadline will be assessed a Late Registration Fee as enumerated below. Realizing that some families prefer to pay on a monthly basis, the college has an arrangement with a third-party vendor to offer families this option. This plan is between the family and the vendor, and there is no involvement by LaGrange College in the agreement. For additional information on this plan, contact the Business Office. The college also offers a deferred payment option that allows students to make monthly payments to cover educational costs. Interest will be assessed to students utilizing this option.

The college accepts American Express, Discover, MasterCard, and VISA as payment on a student's account. Online payments are accessed on the college's website.

### *CHARGES*

- 1. Admission**  
Application for admission (non-refundable) \$ 30.00
- 2. Tuition**
  - A. Undergraduate
    - (1) Part-time per semester hour  
(1-11 or greater than 16) \$ 1,285.00
    - (2) Full-time (12-16 semester hours) \$15,600.00
    - (3) Nursing (NSG) courses—per semester hour \$ 1,285.00
  - B. Students may request information regarding course offerings and charges from the Registrar's Office.
  - C. Audit (per semester hour) \$ 1,285.00
- 3. Room**  
Boatwright, Hawkes, Henry and Turner  
(per semester) \$ 3,215.00  
Candler and Hawkins (per semester) \$ 3,680.00

### **Board**

#### **Boatwright, Hawkes, Henry and Turner**

Unlimited Plus meal plan (per semester)	\$ 2,770.00
Unlimited meal plan (per semester)	\$ 2,670.00

#### **Candler and Hawkins**

10-meal plan (per semester)	\$ 2,410.00
Unlimited Plus meal plan (per semester)	\$ 2,770.00
Unlimited meal plan (per semester)	\$ 2,670.00

*(Note: All residential students are required to pay room and board.)*

#### 4. Private Room

Private rooms are available at an additional charge  
(per semester) \$ 835.00

After the beginning of the semester, any student occupying a double room alone will be charged the private rate. If a student occupying a double room alone does not wish to pay the private room rate, it is the student's responsibility to find a suitable roommate. Willingness to accept a roommate does not constitute grounds for waiving the single room charge.

#### Fees - Miscellaneous

Late Payment Fee	\$ 50.00
Personal checks failing to clear	\$ 30.00
Student Identification Card replacement fee	\$ 20.00
Document Fee (International Students)	\$175.00
Parking Permit	\$ 40.00
Enrollment Deposit (new students)	\$300.00
Housing Lottery Deposit (returning students)	\$200.00
Graduation Fee	\$150.00
Health Fee (per semester)	\$150.00

#### Summary of Standard Charges

#### Per Semester Per Year

##### Non-Dormitory Students:

Tuition (full-time with 12-16 hours)	\$ 15,600	\$ 31,200
Commuter Meal Plan	\$ 100	\$ 200
	\$ 15,700	\$ 31,400

##### Dormitory Students:

Boatwright, Hawkes, Henry and Turner residents		
Tuition (full-time with 12-16 hours)	\$ 15,600	\$31,200
Semi-private Room	\$ 3,215	\$ 6,430
Board Plan (unlimited plus)	\$ 2,770	\$ 5,540
	\$ 21,585	\$ 43,170

##### Apartment Students:

Candler and Hawkins residents		
Tuition (full-time with 12-16 hours)	\$ 15,600	\$ 31,200
Apartment	\$ 3,680	\$ 7,360
Board Plan (10-meals)	\$ 2,410	\$ 4,820
	\$21,690	\$ 43,380

Fees relating to the Evening and Graduate Programs are included in separate bulletins. You may contact the college to receive a copy of these publications.

#### FEDERAL TAX CREDITS

The American Opportunity Credit provides up to an \$2,500 tax credit (100% of the first \$2,000, and 25% of the second \$2,000 of qualified expenses (tuition and course-related books, supplies, and equipment) for the first four years of postsecondary education in a program leading to a degree, certificate, or other recognized educational credential. The student must be enrolled at least halftime. Qualified expenses do not include room, board, insurance, and other similar expenses.

The Lifetime Learning Credit provides up to a \$2,000 per year tax credit (20% of the amount paid on the first \$10,000 of qualified expenses) for undergraduate or graduate education, or for courses to acquire or improve job skills. Both the American Opportunity Credit and the Lifelong Learning Credit are phased out as the modified adjusted gross income exceeds certain limits. Please check with your tax advisor regarding these limits. For additional information about these credits, please consult your tax preparer.

### *MISCELLANEOUS*

Depending upon individual requirements, a student may expect to spend \$1,000 per year on books. Textbook charges for the fall term are normally higher than for the spring term.

The above charges are applicable to an academic year of two semesters. Summer charges and Interim Term fees, and curriculum, are published in other college documents.

Nursing students should consult the Nursing Department concerning required nursing supplies and their projected costs.

Official transcripts and diplomas are withheld for any student who owes a financial obligation to the college.

### *VEHICLE REGISTRATION*

To ensure efficient control of traffic and parking on campus and the safety of all persons and vehicles, every vehicle must be registered and must have a parking permit. These permits are issued to students, along with a copy of existing parking regulations. A parking fee is included in charges assessed by the Business Office. Failure to adhere to published policies may result in a vehicle being ticketed and towed.

### *CREDIT BALANCES*

Students who have a credit balance on their student accounts may obtain a credit balance refund within fourteen (14) calendar days, whichever is the latest of:

- the date the balance occurs;
- the first day of classes of a payment period or enrollment period, as applicable; or
- the date the student rescinds authorization given the school to hold the funds.

### *REFUND AND REPAYMENT POLICIES*

No refund of any nature will be made to any student who is suspended or dismissed for disciplinary reasons.

#### ***RETURN TO TITLE IV REFUND AND LAGRANGE COLLEGE FEE REFUND POLICIES***

Financial aid funds are awarded with the expectation that the student will attend classes for the entire term for which the assistance was awarded. In the event a student withdraws or ceases attendance in all registered classes in a term, the student may not be eligible for the full amount of financial aid that was originally disbursed. The Higher Education Act of 1965, as amended in 1998, requires institutions to calculate a Return to Title IV Refund, and a refund of institutional charges, when a student withdraws or otherwise ceases attendance after beginning classes. These calculations determine if the student earned all the awarded aid and if the student is due a refund on assessed institutional charges for the term. The Return of Title IV Funds Policy applies to Federal aid such as Federal Pell Grant, SEOG, Federal Direct Loan, Perkins Loan, Direct PLUS, and TEACH Grant. LaGrange College applies the same policy to State and institutional aid programs.

The Return of Title IV Refund applies only to students who completely withdraw from all registered classes after beginning attendance. This policy does not apply if the student withdraws from an individual course but not all classes in a term or if the student never began class attendance.

#### ***LAGRANGE COLLEGE WITHDRAWAL PROCESS AND EFFECTIVE DATE***

*It is the responsibility of the student to initiate a complete withdrawal from the college.* The withdrawal date for refund calculation purposes will be the date the student initiated or expressed his/her intention to withdraw from all courses by notifying the Registrar's Office, located on the second floor of Banks Hall. It is recommended that the student consult with the Financial Aid Office to determine the impact a withdrawal may have on future financial aid eligibility.

A student who receives grades of W or F in ALL classes and is determined to have ceased attendance before the end of the term will be considered an unofficial withdrawal. In the event of an unofficial withdrawal, the Financial Aid Office will contact the instructor to obtain a last date of attendance at an academically-related activity. The withdrawal date will be the later of the last date of attendance documented by the instructor, or the midpoint of the term, if a date cannot be determined.

Any student who does not attend all of his or her classes for two weeks – without a medical reason – may be administratively withdrawn at the discretion of the Vice President for Academic Affairs.

#### ***LAGRANGE COLLEGE INSTITUTIONAL REFUND POLICY***

Based on the date of withdrawal, the student may be eligible for a full or partial refund of their charges for the term. The Business Office will apply the college's Refund Policy to determine if a refund is due—see refund details below. A student who completely withdraws from all classes can receive a refund up to the calendar date by which 60% of the term has been completed. That date is ascertained through counting calendar days, not business days. Any withdrawal after the 60% completion point will not result in any adjustment to fee charges. This refund policy will not impact the Return of Title IV Refund calculation but does affect the amount of money a student may owe to the college as result of the withdrawal. The College's refund policies for the refund of tuition, fees, room and board are described below.

### ***TUITION AND FEES REFUND POLICY***

Tuition, course-related fees, and books purchased through the college will be refunded on a prorated basis measured by the number of calendar days the student attended up to the date of withdrawal divided by the number of days in the term. Federal regulations require that any break of five days or more be excluded from the number of days in the term. The begin date of a term is defined by the academic calendar of the program, even if the student does not have a scheduled class on that date and ends on the last day of final exams. Parking permits are non-refundable. The resulting percentage is used to determine the amount of tuition and fee charges the college earned. The difference in the original refundable tuition and fees less the amount earned by LaGrange College will be credited to the student's account as unearned charges.

### ***ROOM AND BOARD REFUND POLICY***

There is no refund on campus housing (room charge) once the student has taken occupancy of campus owned residential housing. Board charges (meal plans) will be prorated at a rate of \$15 per calendar day of attendance.

### ***RETURN OF TITLE IV REFUND POLICY***

In the event of a complete withdrawal, the Financial Aid Office must calculate the amount of Federal, State, and institutional financial aid the student earned as of the date of withdrawal. Any financial aid that exceeds the earned amount must be returned as unearned aid to the respective federal program from which it originated. LaGrange College and the student are jointly responsible for returning the unearned aid. The college applies the same policy to State and institutional aid awarded.

The amount of Federal aid *earned* is determined by dividing the number of calendar days the student attended prior to withdrawal by the number of calendar days in the term, excluding any break of five days or more. The number of days in the term begins on the first day of classes as indicated on the academic calendar of the program, even if the student does not have a scheduled class on the first day of the term, and ends on the last day of final exams. (The Return of Title IV Refund Policy applies to students that withdraw on or before the 60% point of the term. Therefore, if the resulting percentage is greater than 60%, the student is considered to have earned all disbursed aid and no adjustment to financial aid programs is required.) If the resulting percentage is less than or equal to 60%, the amount of federal aid awarded for the term will be multiplied by the percentage to determine the amount of aid earned. The earned amount will be subtracted from the original disbursed aid to determine the unearned aid that must be returned to the applicable financial aid programs. The portion of the unearned aid LaGrange College must return is determined by multiplying the original refundable institutional fee charges by the unearned percentage. LaGrange College must return the unearned aid, for which it is responsible, in the following order:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Perkins Loan
4. Direct PLUS Loan (Graduate Student)
5. Direct PLUS Loan (Parent)
6. Federal Pell Grant

7. SEOG
8. TEACH Grant
9. Other Title IV Aid
10. State, institutional, and private assistance programs
11. Student

If the school portion of the unearned aid is less than the total unearned aid that must be returned to the financial aid programs, the student will be responsible for returning those funds and paying any balance created from the complete withdrawal. The student will receive a notification from the Financial Aid Office detailing the aid returned by the College and any aid for which the student is responsible for repaying. The Business Office will send a statement of any account balance due.

The Student portion of the Return of Title IV Aid is calculated by subtracting amount of unearned aid repaid by LaGrange College from the total unearned aid. Depending on the remaining program sources of aid due a refund after the school portion is applied, the student portion is distributed as follows:

- If the funds must be returned to a loan program, the student will repay those funds under the terms and conditions of the loan program when the student enters repayment. The student will not be billed for loan funds that must be returned as a result of a refund calculation upon withdrawal.
- If funds are due to a federal grant program, the student will be responsible for repaying 50% of the refund due to the grant program. This adjustment is made in an effort to reduce the impact of withdrawing on students receiving grant assistance. LaGrange College will return these funds on the student's behalf, but the student is responsible for reimbursing the college.

#### *REFUND OF STATE AND INSTITUTIONAL GRANTS*

Students receiving non-federal aid are required to return any unearned aid received from these programs. Funds will be returned in the following order:

1. HOPE/Zell Miller Scholarship
2. Georgia Tuition Equalization Grant
3. LaGrange College Grants/Scholarships
4. LaGrange College Tuition Courtesy

#### *WITHDRAWALS AND FUTURE FINANCIAL AID ELIGIBILITY*

Withdrawal from classes can impact a student's eligibility for financial aid. Financial aid recipients must maintain Satisfactory Academic Progress for continued eligibility for financial aid programs. A recipient of student loans may have to begin repayment on his/her Federal Loan. If the student fails to make required loan payments, the student can go in to default, which makes the student ineligible for future financial aid. Also, if a student owes a refund to a federal grant or state grant, these funds must be repaid before further financial aid can be received.

## **FINANCIAL AID**

### ***PHILOSOPHY***

Recognizing the significant investment that students and families make when choosing a private college, LaGrange College offers a variety of assistance and payment options. We expect students and families to use a combination of scholarships, grants, loans, and work to meet college costs. These resources may come from family, college, community, and state or federal sources. Payment plans are available to distribute required payments over the course of an academic year or for longer terms using Federal loan programs. Students should apply for financial aid and scholarships as early as possible to maximize eligibility access to all available types of assistance.

### ***FINANCIAL AID ELIGIBILITY REQUIREMENTS***

*In general, to be eligible for financial assistance, the applicant must:*

- be a U.S. citizen or eligible non-citizen;
- be enrolled or accepted for enrollment in an eligible degree or certification program;
- have a high school diploma or a General Education Development (GED) certification, or have completed a high school education in a home school setting that is recognized as a home school or private school under state law;
- be making Satisfactory Academic Progress towards the completion of their degree program;
- not be in default on any federal educational loan or have made satisfactory arrangements to repay the loan;
- not owe a refund on a federal or state grant;
- not have borrowed in excess of federal loan limits;
- not have a drug conviction for an offense that occurred while receiving federal student aid (grants, loans, and work);
- be registered with Selective Service, if required.

### ***FINANCIAL AID APPLICATION PROCEDURES***

Applicants for financial aid must:

- complete and submit a Free Application for Federal Student Aid (FAFSA), available at <http://www.fafsa.gov/> beginning October 1, annually by March 1;
- submit all required documents for verification, if selected.

### ***VERIFICATION***

Verification is the process of evaluating the accuracy of financial information provided on the Free Application for Federal Student Aid. The U.S. Department of Education randomly selects financial aid applications for verification. The Financial Aid Office may select additional applications for verification if conflicting or incomplete information exists. A financial aid award cannot be provided until the verification process is completed.

Students selected for verification will be asked to verify specific data information as determined by the Department of Education annually, the following data information must be verified currently: adjusted gross income, federal income tax paid, income earned from work, family size,

number of family members in college, untaxed income, and child support paid. Most students will be asked to complete a verification worksheet and provide an IRS tax transcript or complete IRS Data Retrieval through FAFSA on the Web. IRS Data Retrieval allows financial aid applicant to import actual tax information from the IRS into their FAFSA, which satisfies verification requirements if the IRS data is not modified. If discrepancies are found during verification, the Financial Aid Office will transmit the corrected information to the Central Processing System (CPS). The results are usually received within 3-4 days. Once the corrected financial aid information is received and provided all other eligibility requirements are met, an official financial aid award letter will be sent.

#### *DETERMINING FINANCIAL NEED*

Students seeking financial assistance must complete the federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects parental and student income and asset information needed to determine eligibility for financial aid. This information is used in a federal need-analysis formula to determine the Expected Family Contribution (EFC). The Expected Family Contribution (EFC) is deducted from the Cost of Attendance at LaGrange College to determine whether a need for financial assistance exists. If the family's EFC is less than the Cost of Attendance, then a financial need is established. The Office of Financial Aid attempts to meet the demonstrated financial need of applicants with federal, state, and institutional grants and scholarships, work programs, and student loans.

The Financial Aid Office is required under federal regulations to establish Cost of Attendance Budgets annually that reflects an estimate of the cost of attending their institution for an academic year which includes an estimate of the following expenses--tuition, fees, room, board, books, supplies, and living expenses. Although a cost of attendance budget must include these specific expenses, this does not mean that you will be billed for these expenses. For most undergraduate students, LaGrange College will bill/invoice the student only for actual tuition and fees, required fees, a room and board charges only if the student resides in campus housing. A student's cost of attendance budget can be impacted by their major, classification, and housing plans. Below are the average Cost of Attendance Budgets for undergraduate students residing on-campus, with parents, or off-campus for the 2018-2019 academic year:

	On- campus	With Parents	Off- campus
Tuition and fees*	\$31,200	\$31,200	\$31,200
Room and Board	\$11,770	\$7,000	\$13,634
Books and Supplies	\$1000	\$1000	\$1000
Student Loan Fees	\$100	\$100	\$100
Transportation	\$1,350	\$1,350	\$1,350
Personal	\$1,500	\$1,500	\$1,500
Health Fees	300	300	300
	<b>\$47,220</b>	<b>\$42,650</b>	<b>\$49,284</b>

*\*The tuition rate above is applicable to a full-time course load of 12-16 credit hours for the fall and spring semesters. Student pursuing nursing are assessed a higher tuition rate and are subject to lab fees.*

#### **SATISFACTORY ACADEMIC PROGRESS POLICY**

Federal regulations require institutions of higher education to establish Satisfactory Academic Progress (SAP) standards for recipients of financial aid. The purpose of satisfactory academic progress standards is to measure a student's progress toward the completion of his or her educational program. The Office of Financial Aid is responsible for ensuring that all students receiving federal, state, and institutional financial aid are meeting these standards by conducting an evaluation at the end of each semester. The satisfactory academic progress standards established in this Policy apply to all financial aid programs including, but not limited to:

- Federal aid programs—Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, Federal Direct Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS), Federal Work Study;
- State aid programs—HOPE Scholarship, Zell Miller Scholarship, and Georgia Tuition Equalization Grant (GTEG); and
- LaGrange College institutional aid—LaGrange College grants, academic scholarships, and LaGrange College Work Aid.

A satisfactory academic progress policy is comprised of a qualitative (grade-based) and quantitative (pace and time frame) standard. The qualitative standard assesses the quality of the academic work as measured by an overall grade point average. The quantitative standard establishes the pace at which the student must progress to ensure completion of the degree program within the allowable maximum timeframe. Financial aid recipients must meet all of these standards to be making satisfactory academic progress and to receive financial aid.

### *QUALITATIVE STANDARD (GRADE POINT AVERAGE)*

A student is expected to adhere to the Academic Standing and Probation grade point average (GPA) requirements outlined in this *Undergraduate Bulletin* in order to be considered in good academic standing and to qualify for financial aid. The cumulative grade point average is based on all courses taken at LaGrange College. LaGrange College defines good academic standing as follows:

- a student with fewer than 30 earned hours must maintain a minimum of a 1.75 cumulative GPA;
- a student with 30-59 earned hours must maintain a 1.90 cumulative GPA;
- a student with 60 or more earned hours must maintain a minimum cumulative GPA of 2.0.

The Vice President for Academic Affairs (VPAA) monitors the grade point average component of the SAP policy each semester. Any student whose cumulative GPA is below the established minimum standard may be placed on academic probation or academic suspension.

### *QUANTITATIVE STANDARD (RATE OF PROGRESS / PACE)*

A student receiving financial aid is expected to progress through the degree program of study at a pace that ensures the completion within the maximum timeframe defined below. The rate of progress (pace) is computed by dividing the cumulative number of hours that the student has *successfully completed* (earned credits) by the cumulative number of hours that the student has *attempted*. A student is considered to be making measurable progress toward the completion of a degree program by maintaining an overall rate of progress of 67%. This standard applies to all financial aid recipients, regardless of full-time or part-time enrollment status.

Attempted hours are those credit hours for which the student is registered on or after the conclusion of late registration (drop/add). Earned hours are successfully completed courses in which grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, or P are awarded, so long as credit is earned. Grades of F, Incomplete (I), Withdrawal (W), No credit (NC), Not Reported (NR), Audit (AU), or Audit Withdrawn (AW) do not count as successful completion of a course. In evaluating the rate of progress, please note the following:

Withdrawals, incompletes, and failed courses are considered *attempted* hours but not *earned* hours. If an incomplete course impacts a student's satisfactory academic progress standing, then it is the student's responsibility to notify the Office of Financial Aid when a final grade is reported.

Audited courses are not considered attempted or earned credit hours.

Transfer credits, including courses taken as a transient student, *do not* count in the calculation of LaGrange College GPA, but are included in the attempted hours, earned hours, and maximum time frame standards.

Repeated courses, for which a passing grade was previously awarded, are included in attempted hours and grade point average calculation but not in earned hours.

*Example of Rate of Progress Calculation:*

*At the end of the Fall semester, Jonathan had attempted 30 semester hours and passed (earned) 21 credit hours. Jonathan's rate of progress (pace) would be determined by dividing the 21 credit hours he has earned by the total hours attempted, which is 30. His rate of progress is 70% (21/30). Jonathan would be considered to be meeting the quantitative standard.*

**MAXIMUM TIME FRAME**

By federal regulation, a student is expected to complete the degree program within 150% of the credit hours required to complete the degree program. For example, an undergraduate student pursuing a Chemistry degree, which has a total of 120 semester hours, as published in the *Undergraduate Bulletin*, could receive financial aid for no more than 180 semester hours. Frequent withdrawals from courses or school, changes of major, failed or repeated courses, or taking courses that are not related to the degree program could jeopardize financial aid eligibility. All attempted hours at LaGrange College and transfer credits accepted into the degree program will count toward the maximum time frame. A student's eligibility for financial aid will terminate at the time the student has completed the required coursework in the degree program or when it is determined that the student has exceeded the 150% maximum time frame, or it is determined that it is mathematically impossible for the student to complete the degree program within the maximum timeframe.

The following are considered when evaluating the time frame standard:

- A student pursuing two (2) bachelors' degree programs at the same time must adhere to the 150% time frame. The maximum attempted hours allowable for financial aid will be based on the degree that requires the most hours.
- Students returning to school to pursue another undergraduate degree are allowed an additional 60 semester hours to complete the degree. All other standards established in the satisfactory academic progress policy apply to subsequent undergraduate degrees. If the second degree will require more than 60 hours to complete, then the student must submit documentation from his or her advisor outlining the courses needed to complete the degree.
- A transfer student's compliance with the time frame component of the satisfactory academic progress policy will be based on the sum of the attempted hours at LaGrange College **plus** the credit hours accepted on transfer from previous institutions toward the student's degree program. For example, if a transfer student has 70 credit hours acceptable towards their degree program, then the student may receive financial assistance for up to 110 additional credit hours.

**SATISFACTORY ACADEMIC PROGRESS EVALUATION**

After final grades are reported for the semester, the academic history from all periods of enrollment, regardless of full-time or part-time enrollment status, will be reviewed to determine if the student is maintaining the standards established in the Satisfactory Academic Progress Policy. This includes all courses attempted, regardless of whether financial aid was received. *Transfer grade point averages are not considered in either of the standards; however, accepted transfer credit hours will be included in attempted hours, earned hours, and the maximum time*

frame. Once evaluated, the student will be placed into one of the following Satisfactory Academic Progress statuses and notified, if applicable:

*Good Standing*—status assigned to a student who is in full compliance with the satisfactory academic progress standards. The student will not be notified.

*Financial Aid Warning*—status assigned to a student who is deficient in the grade point average and/or rate of progress standards of the satisfactory academic progress policy. A student on financial aid warning is eligible for financial aid for one (1) additional semester. The Office of Financial Aid will notify the student of his or her status and the area(s) of deficiency that must be resolved by the end of the next semester.

*Financial Aid Suspension*—status assigned to a student who remains deficient in grade point average and/or rate of progress standards after being placed on financial aid warning or has exceeded the 150% time frame for complete his or her degree program. A student placed on academic suspension by the Vice President for Academic Affairs (VPAA) is also placed on financial aid suspension, regardless of actual satisfactory academic progress status. A student on financial aid suspension will be notified of his or her ineligibility for future financial aid and the appeal process (See —Appeal Procedures below.)

*Financial Aid Probation*—status assigned to a student who has failed to make satisfactory academic progress and who has appealed and had eligibility for financial aid reinstated. A student placed on financial aid probation is eligible for financial aid and has one (1) semester to comply with the satisfactory academic progress standards or meet the requirements of an academic plan developed by the student and VPAA.

#### **APPEAL PROCEDURES**

A financial aid recipient who is placed on financial suspension loses eligibility for financial aid. The student can appeal to the Financial Aid Appeals Committee for reinstatement of financial aid eligibility, provided that there is a mitigating circumstance that affected the student's academic performance. Mitigating circumstances are those events that are beyond the student's control, such as serious injury, illness or mental health condition involving the student or an immediate family member, death of an immediate family member, and other extenuating circumstances. An Appeals Form must be submitted to the Director of Financial Aid with a written statement detailing the mitigating circumstance, documentation of circumstance (i.e., letter from physician or health care provider detailing the onset and the duration of the illness, statement from a law enforcement agency or social services agency, etc.), and an explanation of the manner by which the deficiency was or will be resolved and of how that deficiency will not interfere with future terms of enrollment. Appeals without supporting documentation will not be considered. Appeals must be submitted within two (2) weeks of notification of ineligibility for financial aid. The Director of Financial Aid will convene the Financial Aid Appeals Committee to review the request for reinstatement of financial aid eligibility. The Director of Financial Aid will notify the student in writing at the student's home address or campus e-mail account of the decision of the Committee and of any conditions associated with reinstatement within two (2) weeks of receiving the appeal. The decision of the Financial Aid Appeals Committee is final. A student whose appeal is approved will receive financial aid on financial aid probation status for one (1)

additional semester and his or her academic performance will be reviewed at the end of that next semester for continued financial aid eligibility.

#### *REESTABLISHING FINANCIAL AID ELIGIBILITY*

A student who is unsuccessful in appealing for reinstatement of his or her financial aid, or a student who does not have a mitigating circumstance that warrants an appeal, can regain eligibility only by complying with the satisfactory academic progress policy. The student is encouraged to take advantage of counseling, tutoring, and study skills resources available through PACE, the college's Counseling Center, and the Writing and Tutoring Center.

It should be noted that taking courses at the student's expense, sitting out a semester, or taking courses at another institution does not automatically restore a student's eligibility for financial aid. If the student has resolved the satisfactory academic progress deficiencies that resulted in the termination of financial aid eligibility, then the student should contact the Office of Financial Aid and request a satisfactory academic progress review.

#### *STUDENT FINANCIAL AID POLICIES*

Students seeking financial aid must submit a Free Application for Federal Student Aid (FAFSA) annually. The application is available at <https://www.fafsa.gov/> beginning October 1.

LaGrange College awards aid to eligible students on a first-come, first-served basis. In awarding, first priority is given to students pursuing their first undergraduate degree. Transient, non-degree seeking, and unclassified students are not eligible for financial assistance.

All financial aid applications and documentation for verification must be submitted before an official financial aid award letter is mailed.

In constructing a financial aid award, funding is awarded in this order: grants and scholarships, student loans, and student employment.

External sources of financial aid available to a financial aid recipient must be considered in the awarding of federal, state, and LaGrange College need-based financial aid programs. LaGrange College reserves the right to cancel or reduce financial aid awards in the event that these resources result in financial aid in excess of financial need.

Financial aid awards are made assuming full-time enrollment. Most LaGrange College and state financial aid programs require full-time enrollment; however, financial assistance is available to students who enroll half-time.

A student's enrollment status will be based on the credit hours for which the student is registered at the conclusion of late registration. All financial aid awards will be calculated using final registration information. If it is later determined that attendance in all or some courses cannot be documented, the financial aid awards will be adjusted. The student will be responsible for repaying any ineligible funds received.

Financial aid awards will be disbursed on the first day of classes, provided that all required documents and eligibility requirements are met.

### *SOURCES OF FINANCIAL AID*

There are a variety of financial aid resources available to assist students with funding their college education. These resources are in the form of scholarships, grants, loans, or student employment and are made possible by funding from federal, state, and institutional sources. Although financial need is a primary factor in financial aid eligibility, there are financial aid programs available to students who do not demonstrate financial need. These programs may be awarded based on residency, merit, academic excellence, talent, and other criteria.

### *LAGRANGE COLLEGE ACADEMIC SCHOLARSHIPS*

LaGrange College recognizes the academic excellence of outstanding entering new first-year and transfer students by awarding scholarships ranging from \$4,000 to full tuition, room, and board. These merit scholarships are made possible by generous gifts and endowments of alumni and supporters of LaGrange College. All entering new first-year students are evaluated for academic scholarships during the admission process. The top new first-year student applicants who are accepted for admission by January 15 are invited to compete for a Presidential Scholarship. Scholarships are awarded at the following levels:

*The Presidential Learning and Living Scholarship* is a competitive four-year, renewable academic scholarship awarded to incoming first-year students on the basis of academic achievement in high school, SAT or ACT test scores, and participation in the Presidential Scholar Competition. Recipients of this prestigious award receive full tuition, mandatory fees, room, and board. Presidential Scholarships of Georgia residents eligible for the HOPE Scholarship or Zell Miller Scholarship and Georgia Tuition Equalization Grant will be reduced by the value of these state programs. If a student is selected to receive a Presidential Scholarship, then it will supersede all other LaGrange College scholarship and aid. This scholarship is renewable with a LaGrange College GPA of 3.25 or higher.

*The Presidential Learning Scholarship* is a competitive four-year, renewable academic scholarship awarded to incoming first-year students on the basis of academic achievement in high school, SAT or ACT test scores, and participation in the Presidential Scholar Competition. Recipients of this prestigious award receive full tuition. Presidential Scholarships of Georgia residents eligible for the HOPE Scholarship or Zell Miller Scholarship and Georgia Tuition Equalization Grant will be reduced by the value of these state programs. If a student is selected to receive a Presidential Scholarship, then it will supersede all other LaGrange College scholarship and aid. This scholarship is renewable with a LaGrange College GPA of 3.25 or higher.

*The Fellows Scholarship* is a four-year, renewable, \$16,000 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1200 or higher (or a minimum ACT composite score of 27 or higher) and a 3.81 recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and laboratory sciences. Fellows Scholarship recipients may be eligible to compete for a Presidential or Dean's Scholarship. If a student is selected to receive one of the awards, then the scholarship will replace any previous scholarship award. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

*The Founders Scholarship* is a four-year, renewable, \$15,000 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1100 or higher (or a minimum ACT composite score of 24 or higher) and a 3.7 recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and laboratory sciences. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

*The Tower Scholarship* is a four-year renewable, \$14,000 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1050 or higher (or ACT composite score of 23 or higher) and a 3.5 or higher recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and laboratory sciences. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

*The Hilltop Scholarship* is a four-year, \$13,000 renewable academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1000 or higher (or a minimum ACT composite score of 21 or higher) and a cumulative college preparatory high school GPA of 3.2 or higher. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher.

*The Gateway Scholarship* is a four-year, \$10,000 renewable academic scholarship awarded to entering first-year students. Eligibility is determined by a combination of grade point average and test scores. Typically, recipients of the Gateway Scholarship demonstrate above average academic achievement in college preparatory coursework during their high school career. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher.

*A Transfer Scholarship* is awarded to students transferring to LaGrange College from a college or university with a minimum of 30 semester hours and a minimum grade point average of 2.5 or higher. Scholarship awards range from \$9,000 to \$13,000. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher.

#### ***FINE AND PERFORMING ARTS AWARDS***

LaGrange College's Theatre Arts, Music, and Art and Design programs, through the generous support of alumni and supporters of LaGrange College's Fine Arts programs, award the exceptional talents of prospective and current students with departmental awards. These awards are competitive and are awarded based on academic promise, audition, portfolio, and departmental interviews. For a listing of these awards, please visit the Financial Aid section of our Website.

#### ***GENERAL GRANTS AND SCHOLARSHIPS***

*A Federal Pell Grant* is awarded to undergraduate students pursuing a first bachelor's degree. The student's Expected Family Contribution (EFC) as determined by the results of the FAFSA, Cost of Attendance, and enrollment status determine the Pell award. Students enrolling less than full-time may qualify for a prorated amount of Pell Grant support based on their enrollment status and EFC.

*A Federal Supplemental Educational Opportunity Grant* is awarded to undergraduate students with exceptional financial need. Priority is given to students eligible for Federal Pell Grants.

*A Georgia Tuition Equalization Grant* is a State of Georgia non-need-based grant awarded to Georgia residents attending a private college or university as a full-time student. The annual amount is contingent upon funding by the Georgia Legislature.

*The HOPE Scholarship* is a State of Georgia merit-based, lottery-funded scholarship awarded to Georgia residents who graduate from an eligible high school with a minimum of a 3.0 cumulative grade point average in the college preparatory core-curriculum subjects or a 3.2 minimum grade point average in the career/technology core-curriculum subjects. Effective Fall 2011, HOPE Scholarship awards will be set annually based on lottery revenues and prior year expenditures. The anticipated HOPE Scholarship award for students attending a private college or university is \$2089 per semester if full-time, and \$1044 per semester if enrolled half-time. HOPE Scholars must maintain a 3.0 grade point average for continued eligibility. HOPE Scholars will be evaluated at increments of 30, 60, and 90 attempted hours and at the end of each Spring semester.

*The Zell Miller Scholarship* is a State of Georgia merit-based, lottery-funded HOPE Scholarship awarded to Georgia residents who graduate from an eligible high school in 2007 or later as the class Valedictorian or Salutatorian; or who graduated with a minimum of a 3.70 cumulative grade point average in the college preparatory core-curriculum subjects and earned a minimum score of 1200 (combined Critical Reading and Math) on a single administration of the SAT or a composite score of 26 on a single administration of the ACT on a test administered before the time of high school graduation. Students eligible for the Zell Miller Scholarship will receive the higher-level HOPE Scholarship award of \$2308 per semester if full-time, and \$1154 per semester if enrolled half-time for students attending a private college or university. Zell Miller scholars must maintain a 3.30 grade point average for continued eligibility. If a Zell Miller Scholar falls below the required grade point average, then the student remains eligible for the HOPE Scholarship, provided the student has a 3.0 grade point average. Zell Miller Scholars will be evaluated at the same increments as other HOPE scholars: 30, 60, and 90 attempted hours and at the end of each Spring semester.

*LaGrange College Grants* offer a variety of need-based institutional grants made possible by the generosity of alumni, foundations, and individuals. These grants are available to undergraduate degree-seeking students enrolled full time. Recipients must be in good academic standing. A list of LaGrange College grants and their eligibility requirements are available on our Website.

*The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program* provides grant assistance to full-time undergraduate and graduate students who intend to teach in a public or private elementary or secondary school that serves students from low-income families in a designated high-need field. In exchange for the TEACH Grant award, the recipient agrees to serve as a full-time teacher for four (4) academic years within in eight (8) calendar years of completing the program for which the TEACH Grant was received. For more information on this program, contact the Office of Financial Aid or the LaGrange College Department of Education.

## LOANS

*The Federal William D. Ford Direct Loan* is a low-interest, repayable loan available to undergraduate and graduate degree-seeking students made through the U.S. Department of Education, the lender. The Federal Direct Loan Program consists of a subsidized and an unsubsidized loan.

*Subsidized loans* are awarded on the basis of financial need, with the federal government paying interest on the loan while enrolled in school at least half-time and has a fixed interest rate to be set on July 1, 2017 for loans disbursed between 07/01/2017 and 06/30/18. An unsubsidized loan is available to students regardless of financial need. However, interest accrues from the time the loan is disbursed until it is paid in full. Unsubsidized loans have a fixed interest rate to be set on July 1, 2017 for loans disbursed between 07/01/2017 and 06/30/2018. The borrower has the option to pay the accruing interest or to allow the interest to accrue and capitalize. Federal Direct Loans are subject to an origination fee of 1.073% that will be deducted from the loan amount.

The annual subsidized/unsubsidized Direct Loan limit for a dependent undergraduate is \$5,500 for first-year students, \$6,500 for sophomores, and \$7,500 for juniors or seniors. The annual loan limits for an independent undergraduate is \$9,500 for first-year students, \$10,500 for sophomores and \$12,500 for juniors and seniors. Federal Direct Loans are delivered to the borrower in two (2) separate disbursements, one at the beginning of the enrollment and the second at the middle of the loan period.

Repayment of a Federal Direct Loan begins six (6) months after the borrower graduates, withdraws, or ceases enrollment as at least a half-time student. Although the standard repayment period for a Federal Direct Loan is ten (10) years, the Department of Education offers several repayment plans designed to make repayment affordable.

*A Federal Direct Parent Loan for Undergraduate Students (PLUS)* is available to the parents of a dependent student to defray remaining educational expenses after all other financial aid resources are exhausted. Eligible applicants may borrow up to the cost of attendance less other financial aid. The interest rate is a fixed rate of to be set on July 1, 2017 for loans disbursed between 07/01/2017 and 06/30/18, and interest accrues from the time of disbursement until the loan is paid in full. Unlike the Federal Direct Loan program, PLUS borrowers must be credit-worthy in order to qualify for this loan, and repayment begins within 60 days of the loan disbursement. Federal Direct PLUS Loans are subject to an origination fee of 4.292%, which will be deducted from the loan amount before disbursement.

## STUDENT EMPLOYMENT

There are part-time job opportunities available to eligible students through the Federal Work-Study Program and LaGrange College's Work Aid Program. Jobs are available on campus and off-campus in community service activities. Funding in these programs is limited. Students interested in student employment must complete the FAFSA. The average student assignment is 8 to 10 hours per week. Student employment awards are made on a first-come, first-served basis until funds are depleted.

*Federal Work-Study*, a federally-funded student employment program, provides employment opportunities for undergraduate and graduate students with financial need to defray educational expenses through employment in on-campus departments or off-campus community service activities.

*LaGrange College Work Aid Program*, an institutionally funded student employment program, provides students with opportunities to earn additional money for school through employment in on-campus departments or off-campus community service activities. Although this is a non-need-based program, first priority will go to students who demonstrate financial need.

#### ***DISBURSEMENT OF FINANCIAL AID***

All financial aid funds are credited directly to the student's account. The funds are applied towards current tuition, fees, room, board, and other charges as authorized by the student. Financial aid funds are for educational expenses and those students who fail to enroll or attend classes are not eligible for their financial aid award. Disbursements will only be made to students who have submitted all required documents for disbursement, are registered and have begun attendance in all classes, are meeting Satisfactory Academic Progress standards, and are enrolled for the appropriate number of credit hours to establish eligibility for individual financial aid programs. Financial aid disbursements are based on the recipient's enrollment status at the conclusion of late registration.

#### ***Repeated Coursework***

Federal regulations now limit the number of times a student may repeat a course that was previously passed and receive financial aid to cover the cost of the class. Effective July 1, 2011, a previously passed course may be repeated only once and be counted in a student's enrollment status, full-time, part-time, for financial aid. Once a course is successfully passed for the second time, the course will not count in a student's enrollment status and aid will not be awarded for the course. A course that was previously failed and repeated is not limited by financial aid coverage.

#### ***DISBURSEMENT OF EXCESS FINANCIAL AID***

Students with residual financial aid funds after tuition, fees, room, board, and other authorized charges are paid will receive a refund of the remaining credit balance within 14 days of the first day of classes or 14 days from the date the credit occurs (if after final registration). All refunds must be retrieved from the Business Office and requires a picture ID before disbursement. If the student wishes to leave the credit balance on their account for subsequent terms, he/she must sign an authorization form with the Business Office.

#### ***STUDENT FINANCIAL AID AND FEDERAL TAX IMPLICATIONS***

Students receiving scholarships and grants that exceed their tuition, fees, books and supplies should be aware that these funds are taxable under federal and state tax law. It is important that students maintain records of their grants and scholarships and documentation of educational expenses for reporting purposes.

Federal tax law allows for only qualified scholarships and grants to be excluded from income. Qualified scholarships are any amount of grant and scholarship received that is used for tuition, fees, books, supplies, and equipment required for course instruction. Scholarships and grants that

are specifically designated for educational expenses other than those described under qualified scholarships (room, board, transportation, or living expenses) are taxable.

For information, please read IRS Publication 970, *Tax Benefits for Education*, for more details on reporting requirements or consult a tax professional.

#### ***SUSPECTED FRAUD***

Institutions are required to report cases of suspected fraud to the Office of the Inspector General of the Department of Education, or, if more appropriate, to the state or local law enforcement agency having jurisdiction to investigate these allegations. Fraud may exist if the institution believes the applicant misreported or altered information in order to increase their financial aid eligibility or fraudulently obtained federal funds.

## **STUDENT ENGAGEMENT**

### *Mission*

The Office of Student Engagement supports the College's mission of challenging the minds and inspiring the souls of its students by providing opportunities for co-curricular learning that complement and enhance traditional classroom education. Student Engagement sponsors programming that is intentionally designed to support the College's four pillars of civility, diversity, service, and excellence.

### **Civility**

#### Goals

- Students will be exposed to the College's mission and expectations for student conduct.
- Students whose behavior is not reflective of the College's expectations for appropriate conduct will receive individual mentoring designed to promote the personal and ethical development of the student.
- Targeted programming that offers opportunity for student interaction will be sponsored to stimulate community building and the development of interpersonal relationships.

### **Diversity**

#### Goals

- Targeted programming designed to promote multicultural appreciation and intercultural sensitivity among students will be sponsored.
- Student Engagement will serve as a clearinghouse for the campus community on issues pertaining to diversity-based educational programming, student mentoring, and campus climate.

### **Service**

#### Goals

- Direct opportunities for individual and group community service projects will be sponsored.
- Student Engagement will serve as a clearinghouse for the campus community on matters related to connecting students with opportunities to engage in service both on campus and in the surrounding community.

### **Excellence**

#### Goals

- Based on the Greek concept of Areté, students will have opportunities to explore, discover, and reach their potential; these opportunities include programming and available individual mentoring targeting students' career aspirations, leadership, hobbies, identity, spiritual life, and personal choices.

- Student Engagement will serve as a clearinghouse for the campus community on co-curricular programming, student concerns, and personal development.

### *Student Engagement Units*

*For more information about individual programs and opportunities, please visit the College Website and/or the Student Handbook*

Career Development Center  
 Chaplain, Spiritual Life & Church Relations  
 Counseling Center  
 Disability Services  
 Greek Life  
 Leadership Development  
 Multicultural Programming  
 New Student & Family Orientation  
 Residential Education & Housing  
 Service  
 Spiritual Life & Chaplain  
 Student Conduct  
 Student Government Association Advising  
 Student Organizations

### ***STUDENT CONDUCT AND THE SOCIAL CODE***

As an institution whose mission is to challenge the mind and inspire the souls of its students, LaGrange College is committed to both the intellectual and ethical development of students. To promote moral development and ensure a safe environment conducive to learning, the College has established formal expectations for conduct as well as processes for resolving allegations of student misconduct. Like the Honor Code, promotion and enforcement of the Social Code is a community responsibility shared by students, faculty, and staff. Not only are community members expected to hold one another accountable for their behavior but known violations of the Social Code should be reported to the Dean of Student Engagement or the Social Council.

In general, the College's jurisdiction for formally adjudicating allegations of misconduct is limited to instances that occur on College property. The College and/or Social Council may, however, initiate the disciplinary process against a student for prohibited conduct that occurs while the student is participating in off-campus activities sponsored by or affiliated with the College (e.g., field trips, Jan Term, internships, clinical assignments, a campus organization social) or for any conduct that is deemed to potentially threaten the health/safety of the campus or disrupt the learning environment of the College no matter where such behavior may occur. College disciplinary action may be instituted against a student charged with conduct that potentially violates both criminal/civil law and College policy without regard to the pendency of civil or criminal litigation in court or arrest. The College's disciplinary process may be initiated prior to, simultaneously with, or following criminal/civil proceedings off campus and any disciplinary sanctions reached under the College's process will not be reevaluated based on the results of a criminal/civil legal proceeding.

Although the College seeks to use the student conduct process as an educational experience that is grounded in promoting moral development, sanctions up to suspension and dismissal can be levied in appropriate situations. As a private institute, the College reserves the right to remove any student whose continued presence in the community is deemed detrimental to the student, the student body, or the College itself on either an interim or permanent basis.

A complete description of the Social Code, its policies, and its processes can be found in the Student Handbook. Copies of the Handbook are available in the Office of Student Engagement as well as on the college's [PantherNet website](#) under "Academic Resources."

#### *ADMINISTRATIVE WITHDRAWAL POLICY*

As an academic institution committed to challenging the minds and inspiring the souls of its students, LaGrange College treats with great seriousness any situation where a student exhibits behaviors indicating that the student may be a potential threat to self, others, or property, and/or engages in conduct that threatens to interfere with the academic processes of the institution. Threats to oneself exist along a continuum, ranging from suicidal behavior with lethal intent or self-injurious behavior without lethal intent. No matter the type of potentially threatening behavior, even statements made in jest, are considered serious matters and will receive appropriate clinical attention from authorized personnel as they pose a threat to the academic processes of the College.

LaGrange College's Administrative Withdrawal Policy may be utilized in the following situations: (a) when the student engages in behavior or threatens to engage in behavior that poses a potential threat to self, others, or property; (b) when the impaired functioning of a student is sufficiently disturbing so as to interfere with the educational process of other constituents and/or the orderly operation of the College; and (c) when a student has failed to satisfy requirements of a prior Interim Disciplinary Action issued by the College.

It must be noted that the College's administrative withdrawal policy is intended to apply to all students in a nondiscriminatory fashion. Students with documented disabilities on file with the institution or who later provide such documentation to the institution will receive an individualized assessment. This assessment may first be conducted by a qualified College employee such as a licensed counselor to make determinations based on observations of the student's conduct, actions, as well as statements, and not stereotypes or unfounded fears. The College may also require consultations with qualified healthcare professionals to assist the institution judge the risk of substantial harm. Such assessments will enable the institution to determine if the individual is "otherwise qualified" to remain on campus or take classes based on the student's observed conduct, actions, and statements; decisions will not be based on a slightly increased, speculative, or remote risk of substantial harm. Throughout the evaluation process, College officials and consulting qualified healthcare professionals will also evaluate what reasonable accommodations, if justified by law, may be offered to the student.

Determinations as to when the circumstances meet the conditions of this policy shall be made by the Dean of Student Engagement in consultation with the Director of the Counseling Center, the Vice President for Academic Affairs (VPAA), or any other appropriate College personnel. In the

situation that the Dean of Student Engagement seeks to implement the Administrative Withdrawal Policy, one of the following actions may occur:

1. Voluntary or Involuntary Referral for Evaluation – The student may be referred for clinical services by a licensed physician and/or mental health provider in the community. Any costs associated with the evaluation will not be covered by the College. If such occurs, the student must submit the identity and credentials of the professional to the Dean of Student Engagement for approval. The student must also authorize the College to have permission to speak with the professional prior to and following the evaluation and/or treatment. In the case of an evaluation, the student must permit the professional to provide the College with a copy of the evaluation results as well as any treatment plan recommended. The College may mandate that the student follow any treatment plan recommended as a condition of continued enrollment. Any student who fails to complete the evaluation process as required is subject to withdrawal as noted below. After receiving the evaluation, the Dean of Student Engagement may at his discretion:
  - a. Allow the student to continue with no mandated treatment.
  - b. Allow the student to continue pending on-going treatment (failure to comply with required treatment may result in withdrawal) or other accommodations deemed appropriate if applicable.
  - c. Allow the student to take a medical withdrawal from the College.
  - d. Implement an interim administrative withdrawal.
  - e. Dismiss the student from the College.
  - f. Determine other actions deemed appropriate under the circumstances.
2. Medical Withdrawals – A student who elects to take a medical withdrawal after being contacted with conditions under this policy may be required by Admissions to submit documentation from the Dean of Student Engagement or designee verifying that the student is eligible to reenroll.
3. Interim Administrative Withdrawal – The Dean of Student Engagement or designee may place a student on an interim administrative withdrawal at his/her discretion under this policy. The College may also place a student on an interim administrative withdrawal pending the completion of a referral for evaluation and corresponding decision by the institution and/or for failure to meet any conditions issued under a Disciplinary Interim Action. Notice of the withdrawal may be issued in person, over the phone, via certified mail, or an e-mail to the student's College e-mail account. The Dean of Student Engagement or designee has the discretion to issue the interim administrative withdrawal for a designated period of time, until the completion of conditions issued, or a combination of the two. During the period of withdrawal, the student may be denied access to College property without written permission from the Dean of Student Engagement, access to the residence halls or academic classes, or privileges for which the student may be otherwise eligible.

After an interim administrative withdrawal, re-enrollment may be requested after demonstrated evidence that the conditions stipulated have been met or after the

expiration of any time limit imposed at the time of the withdrawal - whichever is longer. An on-campus interview with appropriate personnel may be required before authorization for re-admittance is issued to Admissions, if necessary.

4. Administrative Withdrawal – If, based on the evidence available and/or submitted for consideration by the student, it is the opinion of the Dean of Student Engagement, in consultation with the Director of the Counseling Center, Vice President for Academic Affairs (VPAA), or other appropriate medical personnel, that the student constitutes a potential risk, the student may be placed on an administrative withdrawal for a designated period of time (typically a period of semesters or years). Following an administrative withdrawal, authorization from the Dean of Student Engagement or designee must be issued before the student can be considered for readmission from the College's admission staff.

Additionally, any student who does not attend all of his or her classes for two weeks – without a medical reason – may be administratively withdrawn at the discretion of the Vice President for Academic Affairs (VPAA).

5. Dismissal of Student – If, based on the evidence available and/or submitted for consideration by the student, it is the opinion of the Dean of Student Engagement, in consultation with the Director of the Counseling Center, VPAA, or other appropriate medical personnel, that the student constitutes a substantial risk, the student may be permanently dismissed from the institution without the potential to reenroll.

#### *SEXUAL HARASSMENT/SEXUAL VIOLENCE POLICY*

All members of the College community have the right to be free from sex discrimination in the form of sexual harassment; as dictated by the Office for Civil Rights, acts of sexual violence are a form of sexual harassment. Sex discrimination, sexual harassment, sexual assault, dating violence, domestic/family violence, and stalking are prohibited by federal and state law as well as College policy. The College is committed to appropriately addressing alleged acts of sexual harassment and sexual violence that impact students, faculty, staff, and visitors to campus if such activity occurs while on College property.

Prior to the articulation of the policy, it is important to note options for assistance following an incident of sexual violence. Whether or not an individual chooses to formally report an incident, receiving immediate medical attention and/or counseling is vital to the student's overall health and wellness. Likewise, seeking immediate medical attention is vital to preserve evidence if an investigation is to follow. More detailed information on resources is also available at the end of this policy.

#### *On-Campus Resources*

- Campus Security (706-880-8911): available 24 hours a day; can connect the student to resources and procure medical attention
- Dawn Coker (706-880-8267): as the College's Title IX Coordinator, Ms. Coker can connect the student to resources and procure medical attention as well as explain the institution's policies and procedures pertaining to reporting; the Title IX Coordinator

may also take any immediate interim actions (no contact orders, alteration of academic or non-academic schedules, etc.)

- Pamela Tremblay (706-880-8313): as the Director of the Counseling Center, Ms. Tremblay can assist the student to seek resources and maintain a confidential relationship with the student following the incident
- Brandi Cameron (706-880-8177): as a counselor, Ms. Cameron can assist the student seek resources and maintain a confidential relationship with the student following the incident.
- Rev. Adam Roberts (706-880-8004): as the Chaplain, Rev. Roberts can assist the student to seek resources and maintain a confidential relationship with the student following the incident

#### Off-Campus Resources

- Harmony House: Domestic/Sexual Violence Shelter (LaGrange, GA): 24 hour hotline 706-885-1525 / General 706-882-4173 – an advocate can assist a student to seek medical treatment at the Health Clinic where the student can be seen by a Sexual Assault Nurse Examiner (SANE) as well as provide additional advocacy and support following the incident
- LaGrange Police Department (LaGrange, GA): dial 911 for emergencies or contact the domestic violence investigator, Investigator Brown at 706-883-2606 – the department can assist a student to seek medical treatment at the Health Clinic where the student can be seen by a Sexual Assault Nurse Examiner (SANE) as well as provide additional information about options moving forward (if a student visits West Georgia Health, the hospital will call the police for assistance)
- Sexual Assault Support Center, Inc. (Columbus, GA): Crisis line 706-571-6010 / General 706-221-1033
- West Georgia Rape Crisis Center (Carrollton, GA): Crisis line 770-834-7273 / General 770-834-8905
- National Domestic Violence Hotline: 1-800-799-7233 (SAFE)
- Domestic abuse Helpline for Men & Women: 888-7HELPLINE (888-743-5754)

Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances; requests for sexual favors; or other verbal or nonverbal conduct of a sexual nature, including acts of sexual violence. Based on guidance from the Federal government, dating violence, domestic violence, and stalking may, depending on the facts, be forms of sexual harassment. Sexual harassment may take two forms: (1) quid pro quo, and (2) creating a hostile environment.

Sexual harassment quid pro quo occurs when a position of authority is used to threaten to impose a penalty or to withhold a benefit for sexual favors, whether or not the attempt is successful. Sexual harassment may involve behavior by a person of either gender against person of the same or opposite gender. It should be noted that the potential of sexual harassment exists in any of the following relationships: student/student, faculty/student, student/faculty, and faculty/faculty. Here and subsequently, “faculty” refers to faculty, staff, and administration. Because of the inherent differential in power between faculty and students, sexual relationships between faculty and students are prohibited.

A hostile, demeaning, or intimidating environment exists when sexual harassment is sufficiently serious to deny or limit an individual's full and free participation in the life of the College. A hostile environment can be created by anyone involved in a College's program or activities (e.g., administrators, faculty members, and campus visitors).

These behaviors may range from the most egregious forms, such as sexual violence, to more subtle forms. The College defines acts of sexual violence as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the students from having the capacity to give consent). The College recognizes the following aspects regarding consent: (a) consent is a voluntary agreement to engage in sexual activity, (b) someone who is incapacitated cannot consent; (c) past consent does not imply future consent, (d) silence or an absence of resistance does not imply consent, (f) consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another; (g) consent can be withdrawn at any time, and (h) coercion, force, or threat of either invalidates consent. Sexual violence includes rape, sexual assault (both non-consensual sexual contact and non-consensual sexual intercourse), sexual abuse, sexual coercion, and sexual exploitation. Other than "rape, definitions of the proceeding terms will be the State of Georgia definition governing at the time of the incident. By Federal dictate, the College will use the FBI definition of "rape" included in the most current version of the Uniform Crime Reporting (UCR) Summary Reporting System, which encompasses the categories of rape, sodomy, and sexual assault with an object; the current definition used therein is as follows, "Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim."

Explicit behaviors constituting sexual harassment include but are not limited to requests for sexual favors, physical assaults of a sexual nature, sexually offensive remarks, and rubbing, touching or brushing against another's body. More subtle behaviors may be experienced as intimidating or offensive, particularly when they recur or one person has authority over another. Such behaviors may include but are not limited to unwelcome hugs or touching, inappropriate staring, veiled suggestions of sexual activity, requests for meetings in non-academic settings, and risqué jokes, stories or images.

As noted above, Federal guidance has confirmed that, depending on the facts, dating violence, domestic/family violence, and stalking may also be forms of sexual harassment. While definitions of the proceeding terms are included in the definition section of this policy, the College will use the most current definition used by the State of Georgia governing on the date of the alleged incident.

Accusations of sexual harassment that are made without good cause shall not be condoned. Such accusations are indeed considered grievous and can have damaging and far-reaching effects upon the careers and lives of individuals. The College has a duty to investigate complaints arising either on or off campus and shall proceed without respect to any pending legal or criminal matters arising from the incident. The institution's sexual harassment and sexual violence policy applies to all students and employees, regardless of sexual orientation or gender identity, as well as third parties. Individuals are encouraged to read the section at the end of this policy regarding reporting and confidentiality.

Any member of the College community having a complaint of sexual harassment may raise the matter informally and/or file a formal complaint. The informal process is an attempt to mediate between the parties in order to reach a mutually agreeable solution without entering into the formal hearing process; the informal process will not be used in situations of sexual violence.

The following **informal** procedures may be followed:

- ✓ Clearly say "no" to the person whose behavior is unwelcome.
- ✓ Communicate either orally or in writing with the person whose behavior is unwelcome. The most effective communication will have three elements:
  - ✓ A factual description of the incident(s) including the time, place, date and specific behavior
  - ✓ A description of the complainant's feelings, including any consequences of the incident
  - ✓ A request that the conduct cease
- ✓ Speak with a department chair, Vice President for Academic Affairs (VPAA), director, counselor or chaplain who may speak to the person whose behavior is unwelcome. The name of the complainant need not be disclosed. The purpose of such conversation is the cessation of the unwelcome behavior.
- ✓ In the case of harassment of a student, it may be appropriate first to seek the advice of his or her advisor.

#### **Formal** complaint process and procedure:

Upon receipt of a formal written complaint that alleges a violation of the College's policy against sexual harassment, the College's Title IX Coordinator, Deputy Title IX Coordinator, or designee shall begin an investigation of the charge(s). In cases of sexual violence involving students, the College may begin an investigation without a written complaint from the student. Upon beginning an investigation, the College may take any immediate interim actions deemed appropriate that may remain in effect until a decision is reached; these actions could involve the alteration of class schedules, extracurricular activities, or residential location; removal from classes; or restrictions from communicating with involved parties. Likewise, the College may work with a reporting student to provide additional academic support or even withdrawing from class(es) without penalty. An investigation shall include an interview with the person filing the complaint, the person(s) accused of violating the anti-harassment policies and any person designated by either of the principle parties as witnesses to the incident in question. Throughout the entire process, the College prohibits retaliation against any person involved in the investigation; as a separate violation of college policy, serious sanctions, including separation from the institution may result from any act that could be reasonably deemed retaliation for participation in the process. The investigation shall be completed within 30 days of the receipt of the complaint unless extraordinary circumstances arise that delay in the investigation. The matter shall then be presented to the President in the form of written recommendations. At the President's discretion, he may accept the recommendations, interview the persons involved, direct further investigation by the investigator and/or hold formal hearings on the matter. Hearings will not be held for instances of student sexual violence. All evidentiary decisions made regarding the complaint will be based on a preponderance of evidence standard. If formal hearings are ordered, no

party is allowed to be represented by legal counsel. This process shall be completed, and the President shall make a final decision on the merits of the complaint and communicate that decision simultaneously to both parties in writing within 60 days of receipt of the complaint by the College. In matters involving students, staff, or administration, the decision of the President shall be considered final unless there are grounds to grant an appeal. The only grounds upon which a student, staff, or member of the administration may appeal are: (a) denial of due process indicating that the institution has failed to follow articulated policy in reaching a decision; (b) presentation of significant and relevant evidence not made available during the investigation with a potential to alter the final decision – this does not include information that one voluntarily failed to present during the investigation; and (c) unduly harsh or arbitrary sanctions that are not consistent with case precedent. Student, staff, or member of the administration will make the appeal in writing to the college's Title IX coordinator within 72 hours of the time the final decision was communicated. The specific reason for the appeal and a detailed explanation should be included in the appeal. The Title IX coordinator will review only matters pertaining to the appeal justification as listed above. The Title IX coordinator will make a determination as to whether the appeal should be denied, reopen the internal investigation if new and relevant evidence exists, or refer the matter to an outside and neutral party. There is no definitive timeline for receiving an appeal response – it depends on the complexity of the case and the information mentioned in the appeal. Faculty may appeal a final decision regarding the complaint in writing within 10 days to the Executive Committee of the Board of Trustees. Throughout this process, the college will keep the identities of the complaining party and accused confidential. The College will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

Possible outcomes of the investigation are (1) that the allegation is not warranted and cannot be substantiated, (2) a negotiated settlement of the complaint or (3) that the allegation is substantiated requiring a recommendation to the President that disciplinary action be taken. In the case of students, disciplinary sanctions include those listed in the College's Social Code policy.

If the President of the College is the accused, the case is referred to the Executive Committee of the Board of Trustees.

If the chairperson of the Review Committee is the accused, the complaint shall be submitted to the President of the College. If any member of the Review Committee is the accused or for reason of prejudice must be recused, the President of the College shall appoint another member.

The right to confidentiality of all members of the College community will be respected in both formal and informal procedures insofar as possible.

LaGrange College is committed to preventing sexual harassment. To that end, this policy and these procedures will be printed in appropriate College publications. In addition, educational programs will be conducted annually by the College to (1) inform students, faculty, staff and administration about identifying sexual harassment and the problems it causes; (2) advise members of the College community about their rights and responsibilities under this policy; (3) train personnel in the administration of this policy. The Sexual Harassment / Sexual Violence Policy and Procedures will be issued to all incoming students and personnel.

### Reporting

The College's Title IX Coordinator is Dawn Coker, Vice President for Human Resources (Quillian Building; 706-880-8267; [dcoker@lagrange.edu](mailto:dcoker@lagrange.edu)). The College encourages individuals to immediately consult with or report incidents of sexual discrimination, sexual harassment, or sexual violence to Ms. Coker, or to one of the institution's Deputy Title IX coordinators:

- Issues involving students: Dr. Brian Carlisle, Vice President for Student Engagement (Smith Hall, Room 125; 706-880-8269; [bcarlisle@lagrange.edu](mailto:bcarlisle@lagrange.edu));
- Issues involving faculty or staff: Dawn Coker, Vice President for Human Resources (Quillian Building, Room 225; 706-880-8267; [dcoker@lagrange.edu](mailto:dcoker@lagrange.edu))

Students may also report incidents of sex discrimination, sexual harassment, or sexual violence to any "responsible employee" (see below), who is then responsible to promptly notify any of the above Title IX coordinators of the reported incident.

The College reserves the right to grant amnesty from drug, alcohol, or other violations of the social code for parties reporting allegations under this policy (i.e., if alcohol was involved in the incident, the reporting party would not then be charged with an alcohol infraction). Decisions regarding amnesty under the policy will be made by the dean of students in conjunction with the Title IX coordinator.

Complaints or allegations of student-to-student sexual discrimination, sexual harassment, or sexual violence will be handled by the dean of students. Students may also contact the U.S. Department of Education, Office for Civil Rights to complain of sexual discrimination, sexual harassment, or sexual violence; see:

<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

Cases of sexual violence may also be reported to the LaGrange Police Department; the College's Title IX coordinators can assist individuals with contacting the Police Department. The College reserves the right to share any information from its own investigation with the Police Department at the discretion of the Title IX coordinator.

Complaints of sexual discrimination, sexual harassment, or sexual violence involving non-students will be handled by the Vice President for Human Resources.

### Confidentially Disclosing Instances of Sexual Harassment or Sexual Violence

The College encourages individuals who have experienced what they believe could constitute sexual harassment or sexual violence to speak with someone about what happened so that support can be offered and the College can respond appropriately. Different individuals associated with the College have different abilities to maintain confidentiality in this area.

- Some are required to maintain near complete confidentiality; talking to them is sometimes called a “privileged communication.”
- Some employees are required to report all the details of an incident (including the identities of both the survivor and alleged perpetrator) to the Title IX Coordinator. A report to these employees (called “responsible employees”) constitutes a report to the College and generally obligates the College to investigate the incident and take appropriate steps to address the situation.
- It is also possible to report to a third-party counselor or advocate off campus who may maintain confidentiality and only inform the school that an incident has occurred. As reporting requirements vary, it is important to discuss confidentiality with the third party prior to speaking with that individual.

This policy is intended to make students aware of the various reporting and confidential disclosure options available to them so they can make informed choices about where to turn if an incident occurs. The College encourages students to talk someone identified in one or more of these groups. The options include:

#### **A. Privileged and Confidential Communications**

- ***Professional and Pastoral Counselors***  
Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a victim’s permission. Following is the contact information for these individuals:
  - **Pamela Tremblay**, Ed.S., LPC - Director of the Counseling Center (706-880-8313; [ptremblay@lagrange.edu](mailto:ptremblay@lagrange.edu))
  - **Brandi Cameron**, Ed.S., LPCS – Counselor, Counseling Center (706-880-8177; [bncameron@lagrange.edu](mailto:bncameron@lagrange.edu))
  - **Rev. Adam Roberts** – Chaplain and Director of Spiritual Life (706-880-8004; [aroberts@lagrange.edu](mailto:aroberts@lagrange.edu))

**NOTE:** While these professional and non-professional counselors and advocates may maintain a victim’s confidentiality vis-à-vis the College, they may have reporting or other obligations under state law, such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; requirement to testify if subpoenaed in a criminal case.

**ALSO NOTE:** If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community, campus security, the president, or dean of students may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the victim.

## **B. Reporting to “Responsible Employees.”**

A “responsible employee” is a College employee who has the authority to redress sexual harassment and/or violence, who has the duty to report incidents of sexual violence or other student misconduct, or whom a student could reasonably believe has this authority or duty.

When a student tells a responsible employee about an incident of sexual harassment or sexual violence, the student has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

A responsible employee must report to the Title IX coordinator all relevant details about the alleged sexual harassment or sexual violence shared by the student and that the College will need to determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College’s response to the report. A responsible employee should not share information with law enforcement without the student’s consent or unless the student has also reported the incident to law enforcement.

The following employees (or categories of employees) are the College’s responsible employees:

- Members of the President’s Cabinet
- Employees of the Human Resources Staff
- Employees of the Student Engagement Staff
- Head Athletic Coaches
- Student Resident Advisors
- Faculty Advisors

Before a student reveals any information to a responsible employee, the employee should ensure that the victim understands the employee’s reporting obligations – and, if the student wants to maintain confidentiality, direct the victim to confidential resources.

If the student wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the victim’s request for confidentiality.

Responsible employees will not pressure a student to request confidentiality, but will honor and support the student’s wishes, including for the College to fully investigate an incident. By the same token, responsible employees will not pressure a student to make a full report if the student is not ready to.

### **Requesting Confidentiality From the College: How the College Will Weigh the Request and Respond.**

If a student discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all students, including the reporting student.

If the College honors the request for confidentiality, a student must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the College may not be able to honor a student's request in order to provide a safe, non-discriminatory environment for all students.

The College has designated the following individual to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual harassment or sexual violence:

- **Dawn Coker**, Vice President for Human Resources & Title IX Coordinator (706-880-8267; [dcoker@lagrange.edu](mailto:dcoker@lagrange.edu))

When weighing a student's request for confidentiality or that no investigation or discipline be pursued, The Title IX Coordinator will consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
  - Whether there have been other sexual harassment or sexual violence complaints about the same alleged perpetrator;
  - Whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
  - Whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
  - Whether the sexual harassment or sexual violence was committed by multiple perpetrators;
- Whether the sexual harassment or sexual violence was perpetrated with a weapon;
- Whether the victim is a minor;
- Whether the College possesses other means to obtain relevant evidence of the sexual harassment or sexual violence (e.g., security cameras or personnel, physical evidence);
- Whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the College will likely respect the victim's request for confidentiality.

**If the College determines that it cannot maintain a victim's confidentiality**, the College will inform the student prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College's response.

The College will remain ever mindful of the student's well-being and will take ongoing steps to protect the student from retaliation or harm and work with the victim to create a safety plan. Retaliation against the reporting student, whether by students or College employees, will not be tolerated. The College will also:

- Assist the student in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- Provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- Inform the student of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

Because the College is under a continuing obligation to address the issue of sexual harassment and sexual violence campus-wide, reports of sexual harassment and sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

**If the College determines that it can respect a student's request for confidentiality**, the College will also take immediate action as necessary to protect and assist the student.

## **Miscellaneous**

### **Take Back the Night and other public awareness events**

Public awareness events such as "Take Back the Night," the Clothesline Project, candlelight vigils, protests, "survivor speak outs" or other forums in which students disclose incidents of sexual violence, are not considered notice to the College of sexual violence for purposes of triggering its obligation to investigate any particular incident(s). Such events may, however, inform the need for campus-wide education and prevention efforts, and the College will provide information about students' Title IX rights at these events.

### **Anonymous Reporting**

Although the College encourages victims to talk to someone, the College provides an online option for anonymous reporting. The system will notify the user (before the individual enters information) that entering personally identifying information may serve as notice to the College for the purpose of triggering an investigation. The anonymous reporting link may be accessed at <http://www.lagrange.edu/titleIX>

### **Off-campus Counselors and Advocates.**

Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the College unless the student requests the disclosure and signs a consent or waiver form.

Following is contact information for these off-campus resources:

- Harmony House: Domestic/Sexual Violence Shelter (LaGrange, GA): 24 hour hotline 706-885-1525 / General 706-882-4173
- Sexual Assault Support Center, Inc. (Columbus, GA): Crisis line 706-571-6010 / General 706-221-1033
- West Georgia Rape Crisis Center (Carrollton, GA): Crisis line 770-834-7273 / General 770-834-8905

**Additional information regarding how to respond to instances of sexual violence that also include other service providers include:**

- Georgia Network to End Sexual Assault (GNESA): <http://gnesa.org/>
- The Federal Government's "Not Alone" Website: <http://www.notalone.gov/>
- National Domestic Violence Hotline: 1-800-799-7233 (SAFE)
- Domestic abuse Helpline for Men & Women: 888-7HELPLINE (888-743-5754)

**NOTE:** While these off-campus counselors and advocates may maintain a victim's confidentiality vis-à-vis the College, they may have reporting or other obligations under state law. Such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; requirement to testify if subpoenaed in a criminal case.

**Clery Act and FERPA**

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), the College is required to post three years of data pertaining to instances of sexual assault, domestic violence, dating violence, and stalking. The College's compliance with the Clery Act does not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. 1232g), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

**Definitions:**

**Coercion.** Coercion is inappropriate pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another.

When a person makes clear that they do not want sex, wants to stop, or that going past a certain point of sexual interaction is unwanted, continued pressure beyond that point can be coercive.

**Consent.** Consent is clear, unambiguous, and voluntary agreement between participants to engage in specific sexual activity. Consent is active, not passive, and is given by clear actions or words. Consent may not be inferred from silence, passivity, or lack of active resistance alone. A current or previous dating or sexual relationship is not sufficient to constitute consent, and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Being intoxicated does not diminish one's responsibility to obtain consent. In some situations, an individual may be deemed incapable of consenting to sexual activity because of circumstances or the behavior of another, or due to their age.\* Examples of such situations include, but are not limited to, incompetence, impairment from alcohol and/or other drugs, fear, unconsciousness, intimidation, coercion, confinement, isolation, or mental or physical impairment.

\* In Georgia, minors under the age of 16 years of are generally unable to provide consent, with narrow exceptions. See Georgia Code Ann. Section 16-6-3, Statutory Rape.

**Dating violence.** Violence committed by a person: who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

**Domestic violence.** A felony or misdemeanor crime of violence committed by: a current or former spouse or intimate partner of the victim, a person with whom the victim shares a child in common, a person who is cohabiting with or has cohabitated with the victim as a spouse or intimate partner, a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Georgia, or any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Georgia.

**Incapacitation.** Incapacity can result from mental disability, sleep, involuntary physical restraint, or from intentional or unintentional taking of alcohol and/or other drugs. An incapacitated person does not have the ability to give knowing consent. Sexual activity with a person who one should know to be – or based on the circumstances should reasonably have known to be – mentally or physically incapacitated, constitutes a violation of this policy. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of the use of alcohol and/or drugs on another's ability to give consent.

**Sexual abuse** occurs when a person employs, uses, persuades, induces, entices, or coerces a minor who is not that person's spouse to engage in any act that involves: (a) Sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex; (b) Bestiality or masturbation; (c) Lewd exhibition of the genitals or pubic area of any person; (d) Flagellation or torture by or upon a person who is nude; (e) Condition of being fettered, bound, or otherwise physically restrained on the part of a person who is nude; (f) Physical contact in an act of apparent sexual stimulation or gratification with any person's clothed or unclothed genitals, pubic area, or buttocks or with a female's clothed or unclothed breasts; (g) Defecation or urination for the purpose of sexual stimulation; or (h) Penetration of the vagina or rectum by any object except when done as part of a recognized medical procedure.

**Sexual Assault** is a broad term and is used in Georgia to encompass any of the thirty-one (31) individual offenses listed in Title 16 (Crimes and Offenses) Chapter 6 (Sexual Offences) of the Georgia Code.

**Sexual Exploitation** occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to the following:

- invasion of sexual privacy;
- prostituting another student;

- non-consensual video or audio-recording of sexual activity or circulation of such video and video or audio recording;
- going beyond the boundaries of consent;
- observing unsuspecting individuals who are partly undressed, naked, or engaged in sexual acts;
- knowingly transmitting an STI or HIV to another student;
- exposing one's breasts, buttocks, groin, or genitals, in non-consensual circumstances; inducing another to expose their breasts, buttocks, groin, or genitals;
- sexually-based stalking and/or bullying may constitute a form of sexual exploitation, as well as a form of sexual harassment, as discussed above.

**Stalking.** Behavior where a person follows, places under surveillance, or contacts another person without the consent of that person for the purpose of harassing and intimidating him or her. The term "contact" means to make or attempt to make any communication, including, but not limited to, communication in person, by telephone, by mail, by broadcast, by computer or computer network, or by any other electronic device. "Harassing and intimidating" refers to a course of conduct or communications directed at a person that causes the person to suffer emotional distress that would cause a reasonable person to fear for personal safety or the safety of others, and which serves no legitimate purpose. It does not require that an overt threat of death or bodily injury be made.

**Student.** The term student means any person pursuing academic studies at the university. The term also includes: (1) a person not currently enrolled who was enrolled in the fall, spring, or summer term preceding the alleged violation, or (2) a person who, while not currently enrolled, was previously enrolled at LaGrange College and who is reasonably anticipated to seek enrollment at a future date, (3) a person who has applied to or been accepted for admission to LaGrange College and has accepted an offer of admission or may reasonably be expected to enroll, or (4) a person enrolled in an LaGrange College program on a credit or non-credit basis.

### *DISABILITIES SERVICES*

The Counseling Center assists in attaining accommodations for students with physical, mental, and learning disabilities and helps students successfully create both short- and long-term goals towards their academic, personal, and career objectives. Students can call the Counseling Center at 706-880-8925 and set up a weekly appointment to resolve issues when time slots are available. All discussions are confidential in keeping with professional standards.

The Counseling Center works to ensure that educational programs are accessible to all qualified students in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and as expanded by Title III of the Americans with Disabilities Act of 1990. Reasonable and appropriate accommodations, academic adjustments, or auxiliary aids are determined on a case-by-case basis for qualified students who have a demonstrated need for these services. Brandi Cameron is the Section 504 coordinator. She collects proper documentation for learning and attention disorders, psychiatric disorders, chronic health impairments, physical disabilities, and any other physical or mental condition that substantially limits a major life activity.

### *COLLEGE RESIDENCY REQUIREMENT*

As a residential, liberal arts institution of higher education, LaGrange College supports student learning both inside and outside the classroom. Consistent studies have shown that students living in campus residence halls typically have higher graduation rates, grades, and connections with students, faculty, and staff. The firm conviction that residing on campus is a crucial component of a student's total educational experience supports the establishment of a campus residency requirement. The LaGrange College residency requirement dictates that all undergraduate day students taking twelve (12) or more academic class hours must live in college housing unless they meet, verify one of the established exceptions, and receive approval to live off-campus from the director of housing.

To receive an exemption to the College's residency requirement, you must receive written permission from the director of Residential Education and Housing. An exemption form can be obtained from the Office of Residential Education & Housing (Smith Hall 215) and/or on the housing website: <https://www.lagrangecollege.edu/campus-life/housing/housing-residency-requirement.html>. The form must specify the reason why an exemption should be made and be signed by the student as well as her/his parent(s)/guardian(s).

By signing this form, both student and parent(s)/guardian(s) verify that the information supplied is current, truthful, and accurate. If the College discovers that false information has been provided or that circumstances have changed without notice to the institution, the College reserves the right to bill for both room and board. Likewise, providing false information will be deemed to be a violation of the Honor Code and Social Code and the student will be referred for disciplinary action. Individuals failing to submit a form, even if an exemption is warranted, will have a hold placed on his/her account that will prevent class registration. Completion of this form and approval is necessary to receive a waiver from the Spring to Fall Room Hold Assessment of \$200.

Exemption determinations are made by the Director of Residential Education & Housing. Appeals to such decisions should be directed to the Dean of Students within 48 hours of receiving notification of the decision.

Exemptions listed on the form are below:

- The student is 23 years of age or older on the first date of semester classes (does not require parent signature).
- The student is married and living with her/his spouse; please provide documentation of marriage license and documentation of joint residence at a single address.
- The student is responsible for a dependent child; please provide documentation of dependency.
- The student is a veteran with at least two years of active military service.
- The student resides exclusively with parent(s) or legal guardian(s) in their/her/his primary residence that is within a thirty-mile commute of the College; please provide documentation of ownership (power/utility bill, etc.) for parent(s)/guardians.
- Other (Please type and attach a written justification for exemption from the policy and supply all supporting materials necessary to justify consideration of the request – it

should be noted that exemptions for reasons not articulated above will be rare and offered only in the most exceptional of circumstances).

### *ROOM DEPOSIT*

Full-time undergraduate day students entering the college are required to pay a \$300 enrollment deposit to reserve their space in the incoming class. No deposit will be refunded after May 1. All students deposited by May 1 will be guaranteed campus housing pending space limitations. Campus housing assignments will be finalized and room/board charged will be applied by July 1. Students must have all required paperwork (including requests to live off campus) submitted by this date. Students who deposit after July 1 will be assigned housing, if available, on a first-come, first-served basis. Of this \$300 enrollment deposit, \$100 covers a residence hall damage deposit that may be refundable at the time that the student either graduates or receives permission to live off campus (less any assessed fees due to damages). The remaining \$200 is used by the College to cover many of the services provided during the first year. Students who entered the institution prior to the 2014 Fall semester and who have a residence hall damage deposit pending with the college will receive a reimbursement of those monies as noted above.

Students that fail to check-out of their residence hall room at the end of the year will receive a fine and forfeit their \$100 deposit that will no longer be refundable based on the non-check-outs.

### *SPRING-TO-FALL ROOM HOLD ASSESSMENT*

All full-time undergraduate day students will be required to pay a \$200 Spring to Fall Room Hold charge. To participate in the housing lottery and/or to register for upcoming Fall classes, students must either: (a) pay the \$200 charge to the college, or (b) submit the required documentation to the housing office and receive a waiver permitting that student permission to live off campus as directed by the college's residency requirement. Those students who pay the \$200 charge to reserve a campus residence hall room and who occupy that room during the Fall semester will have the monies credited to their account at the end of the first month of classes. The \$200 charge may be paid at the College's business office.

Note that students graduating in May or the summer will not be required to pay the \$200 room hold fee and that the \$200 Spring to Fall Room Hold charge is not refundable if students choose not to return to the college in the Fall semester.

### *SPIRITUAL LIFE & CHURCH RELATIONS*

The Office of Spiritual Life facilitates the college's mission of "challenging the mind and inspiring the soul." The college's historic connection to the United Methodist Church serves to strengthen this dual mission of rigorous academic pursuit, paired with a vibrant and maturing faith. Methodist pioneer and hymn writer Charles Wesley once spoke of our need to "unite the two so long disjointed, knowledge and vital piety." The Office of Spiritual Life fulfills this mission by providing opportunities for inspirational worship, community service, learning opportunities, theological reflection, leadership development, Bible study, prayer and relationship-building.

### **Chaplain, Director of Spiritual Life and Church Relations**

The Chaplain and Director of the Office of Spiritual Life and Church Relations is an ordained United Methodist minister who serves as a spiritual advisor to students, faculty and staff of all faiths. The Chaplain is responsible for the overall spiritual health of the college, and as Director of Spiritual Life, supports and coordinates the activities of all student spiritual life groups on campus.

As Director of Church Relations, the Chaplain schedules student-led worship teams for church visits and preaches and teaches in United Methodist Churches throughout Georgia and beyond, and in local churches of all denominations.

The Chaplain and Director of Spiritual Life and Church Relations' office is located on the first floor of Smith Hall.

### ***STUDENT GOVERNMENT AND OTHER ORGANIZATIONS***

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship, and to govern within the parameters granted by the President of the College. The SGA is an important part of student engagement. Upon acceptance into the College, a student automatically becomes a member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA, as a voice of the student body, promotes diversity and involvement through activities, entertainment, and service at LaGrange College and in the surrounding community.

In addition, Student Engagement works with numerous on-campus organizations in order to foster student growth, leadership, and involvement.

### ***STUDENT HEALTH SERVICES***

LaGrange College offers students the ability to attend the WeCare clinic which is designed to provide urgent medical care and be a first stop for minor injuries and illness. Operated by WeCare TLC, Health Services is located at the corner of Forrest Avenue and Dallis Street (directly across from the College's soccer complex). The clinic provides urgent care office visits with a physician or nurse practitioner, urgent care prescriptions (antibiotics), and in-house lab work. A required fee of \$150 per semester is assessed for the use of the facility. Services do not include visits for chronic medical conditions or prescriptions for birth control or other maintenance medications. Because the staff is dedicated to serving a small population, doctor visits usually take up less time. And the clinic staff generally spends about 20 minutes with each patient, on average, compared to the seven minutes usually provided in other settings. The campus clinic offers a convenient health benefit to students. However, these services do not replace the need to carry a personal health insurance policy. Students are encouraged to call for an appointment at (706) 298-4914 option 1. However, a drop in is acceptable if the student is willing to wait and be worked into the schedule.

### *STUDENT APPEAL OF DECISIONS*

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the College staff member first rendering a decision. If this does not resolve the issue, then a decision rendered by a College staff member may be appealed by a student as follows:

#### I. Student Engagement

- A disciplinary decision rendered by the Social Council may be appealed according to the Social Code appellate procedure. The Social Code may be found in full in the *Student Handbook*.
- Any student who disagrees with a disciplinary decision reached by a member of the student engagement staff acting in their official capacity during a disciplinary conference may choose to have the disciplinary case sent to the Social Council for resolution.
- Other grievances in the area of Student Engagement may be appealed to the Dean of Student Engagement. If the grievance involves an original decision rendered by the Dean of Student Engagement, then the decision may be appealed to the Vice President for Academic Affairs (VPAA).

#### II. *Financial Aid*. See the “Financial Aid” section.

#### III. *Academic Matters*. See the “Academic Policies” section.

## **ATHLETIC PROGRAM**

LaGrange College is a member of the National Collegiate Athletic Association (NCAA) Division III and the USA South Conference. The College colors are red and black. Intercollegiate teams compete in women's soccer, basketball, cross country, volleyball, softball, swimming, lacrosse, and tennis; and men's baseball, football, basketball, cross country, golf, soccer, swimming and tennis. It is the philosophy of LaGrange College that the team participants are attending college primarily for a quality education, and no athletic scholarships are offered. The coaching staff is a group of highly qualified teachers who stress the educational aims of the College.

LaGrange College is committed to a full program of non-scholarship athletics that encourages the student-athlete to reap the benefits of educationally sound activity that encourages and promotes a strong academic regime. Students are given the opportunity to participate fully in their given sport and to compete with other teams locally, statewide, and regionally.

### ***LAGRANGE COLLEGE ATHLETICS MISSION STATEMENT***

The LaGrange College athletic department supports the mission of the institution by encouraging student-athletes to challenge themselves mind, body, and soul. We are committed to the success of our student-athletes in both academics and athletics. All student athletes are expected to show respect, sportsmanship, commitment, and pride in the traditions of LaGrange College. Our aim is to transform the lives of our student-athletes, showing them there is a respectable balance between athletics and academics, and that both are important.

### ***LAGRANGE COLLEGE ATHLETICS STATEMENT OF PHILOSOPHY***

Intercollegiate athletics at LaGrange College provide students with an integral complement to their overall educational experience. Recognizing the importance of athletics to the individual student while seeking to strike an appropriate balance between the life of the mind (academics) and participation in co-curricular offerings, the college is committed to providing a program of intercollegiate athletics that is student-centered for both participants and spectators. The college believes that the primary function of intercollegiate athletics at a church-related, liberal arts college is to provide a high quality co-curricular complement to its overall mission. As such, academics will always have priority over athletics or other co-curricular pursuits.

LaGrange College seeks to recruit and retain student-athletes who understand the balance of priorities between academics and co-curricular programs. The college employs coaches who understand that balance of priorities, and its coaches seek to recruit students who will be successful student-athletes. Because the college awards no financial aid based upon athletic ability, the aim of student-athlete recruitment by coaches is for both athletic success and academic achievement.

The college embraces a commitment to instill and develop the values of superlative ethical conduct and fair play among its athletes, coaches, spectators, and other constituents. Further, LaGrange College recognizes that student-athletes are role models to their peers as well as representatives of the college, and the college actively encourages student-athletes to conduct themselves in a manner that befits those roles.

LaGrange College is committed to gender equity and values cultural diversity. The college invests sufficient resources to ensure that medical and athletic training services are available to all student-athletes at appropriate times. It strives to ensure that all individuals on all teams are treated with the same level of fairness, resources, and respect so that all athletes are afforded equal opportunity to develop their potential as student-athletes.

The LaGrange College Athletic Department uses the NCAA manual of rules and regulations as guide for conduct and action. The department follows and supports the USA South Conference and the LaGrange College policies and procedures as well.

### *INTRAMURAL SPORTS*

Overseen by Athletics, intramurals provide opportunities for wholesome recreation and competition among members of the campus community. Teams representing campus organizations and independents compete in organized tournaments and events throughout the year. Competitive events include flag football, volleyball, basketball, softball, dodge ball, and Ultimate Frisbee. Special awards are presented to the men's and women's groups with the highest participation rates and best records of the entire year. In addition, male and female "Athletes of the Year" are selected.

Many opportunities are available for recreational use of the facilities in the LaGrange College Aquatics Complex: recreational swimming and lap swimming all year round in the indoor pool, the Aquarius water work-out stations, water aerobics, aqua exercise, or aqua exercise class (non-credit).

The facilities and equipment of the Department of Physical Education also are available for student recreational use when these are not scheduled for instructional, athletic, or intramural sports use. The use of outdoor equipment (backpacks, tents, stoves, lanterns) requires the payment of a small deposit, which is refunded upon the safe return of the equipment. The fitness center, gymnasium, and pools are available for student/faculty/staff use during posted hours. A valid LaGrange College ID is necessary for admittance to all facilities.

## **INFORMATION TECHNOLOGY AND ACADEMIC SUPPORT**

### ***LAGRANGE COLLEGE POLICY FOR THE RESPONSIBLE USE OF INFORMATION TECHNOLOGY***

The purpose of this policy is to ensure a computing environment that will support the academic, research, and service mission of LaGrange College. Simply stated, continued and efficient accessibility of campus computing and network facilities depends on the responsible behavior of the entire user community. The College seeks to provide students, faculty, and staff with the greatest possible access to campus information technology resources within the limits of institutional priorities and financial capabilities and consistent with generally accepted principles of ethics that govern the College community. To that end, this policy addresses the many issues involved in responsible use of the College's information technology resources, including systems, software, and data. Each authorized user of information technology assumes responsibility for his or her own behavior while utilizing these resources. Users of information technology at LaGrange College accept that the same moral and ethical behavior that guides our non-computing environments also guides our computing and networking environment. Any infraction of this policy may result minimally in loss of computer and network access privileges or may result in criminal prosecution.

#### ***USE***

All users of the College's information technology resources agree to abide by the terms of this policy. Information technology resources include, but are not limited to, College-owned computers and information technology hardware, the College Campus Network, information sources accessible through the Campus Network, and Internet access. When accessing any remote resources utilizing LaGrange College information technology, users are required to comply with both the policies set forth in this document and all applicable policies governing the use and access of the remote resource. The College, through a review and amendment process directed by the Instructional and Information Technology Round Table (IITR), reserves the right to amend this policy. For the most up-to-date version of this "Responsible Use" policy, see the Information Technology Helpdesk ([helpdesk.lagrangep.edu](http://helpdesk.lagrangep.edu)). As far as possible, changes will be made only after consulting with the user community. LaGrange College computing resources and associated user accounts are to be used only for the College activities for which they are assigned or intended. The computing systems are not to be used for any non-college-related commercial purpose, public or private, either for profit or non-profit. Unless placed in public domain by their owners, software programs are protected by Section 117 of the 1976 Copyright Act. It is illegal to duplicate, copy, or distribute software or its documentation without the permission of the copyright owner. Copyright protection of text, images, video, and audio must also be respected in all uses of College technology resources. The LaGrange College Campus Network must not be used to serve information outside of LaGrange College without written permission approved by the IITR.

#### ***USER ACCOUNTS***

Many technology resources at LaGrange College are accessed through user accounts. No user accounts should be used to execute computer software or programs or attempt to gain access to resources other than software, programs, or resources specifically granted and offered for use by LaGrange College. All users are responsible for both the protection of their account passwords

and the data stored in their user accounts. Sharing a password is prohibited. Users must change their password periodically to help prevent unauthorized access of their user account. When working on computers that are in general access areas (laboratories and public access), users must log off or lock the computer before leaving to protect the security of their data and the Network. Leaving the Web-based e-mail page open on an accessible computer, especially outside of campus, leaves the account available to anyone who passes by, and allows the changing of the user's password, giving the passerby access to the LaGrange College Network. Before leaving a computer, users must log off the Web-based e-mail. If students become locked out of their accounts or for other reasons need to have their passwords reset, then they must either make the request in person to an Information Technology staff member and present a valid LaGrange College ID, or use the self-service password reset tool at <http://lcid.lagrange.edu/>. Any suspected unauthorized access of a user's account should be reported immediately to the Chief Information Officer or another College authority. User accounts will be deactivated when the user's affiliation with the College is terminated, and all files and other data will be removed from those accounts.

### *COLLEGE E-MAIL ACCOUNTS*

The College provides e-mail accounts for students, faculty, and staff. All course- and advising-related e-mail and other official College electronic communication with students must be sent to the student's campus e-mail address or via the on-line Learning Management System (LMS). Official College e-mail communications with faculty and staff will use their College e-mail address. E-mail must not be used for purposes inconsistent with the mission of the College. Users may not conceal, mask, or misrepresent their identity when sending e-mail or other electronic messages. Transmission of abusive, harassing, or libelous electronic messages is forbidden. Deliberate transmission or propagation of malicious programs such as viruses, worms, Trojan Horses, or data mining programs or participation in denial of service attacks are subject to disciplinary and possible criminal action.

LaGrange College maintains faculty and staff mail groups (distribution lists or aliases) for the purposes of communications concerning the operation of the College. The College maintains a Community mail-list for communications of a less formal nature. Users must make appropriate use of the subject line in postings to all College-related mail groups (distribution lists or aliases) and mail-lists. Announcements to faculty and staff about campus events should be made through "@lagrange". These announcements should be sent to the Communications and Marketing staff for inclusion in "@lagrange". A single reminder close to the date of the event may be made to the faculty and staff mail groups. Exceptions to this policy may be made by approval of the Instructional and Information Technology Round Table. Daily reminders of an upcoming event are inappropriate. Examples of messages appropriate for the FYI/e-mail reminder procedure are Cultural Enrichment Events, Faculty Meetings, Staff Council Meetings, Faculty-Staff Coffees, and Sports Events. Messages not directly related to the operation of the College should be posted to the Community mail-list. For example, items for sale, contests, fund-raisers, sports scores, humorous items, and commentaries belong on the Community mail-list rather than being sent to the faculty and staff mail groups. Users can subscribe or unsubscribe to the Community mail list as they desire by submitting a request to the IT Helpdesk. Submissions to the Community mail list must be approved by Human Resources.

Posting of messages to the e-mail group containing all students must be cleared through the appropriate Vice President's Office or their delegates. Use of campus digital signage, posters, and flyers are suggested alternative means of reaching all students. Messages to the student body should not be made through the faculty mail group. Messages to faculty containing variations on "Please announce to your class" are ineffective in reaching all students.

### *CAMPUS COMPUTING FACILITIES*

Computer labs on the LaGrange College campus are available for general use by students, faculty, and staff except during the periods when the rooms have been reserved for teaching purposes. Additional computers are placed in public access areas for student, faculty, and staff use. It is the responsibility of every user to use lab and public access facilities in a responsible manner. Accidental damage or damage caused by other parties should be reported as soon as possible so that corrective action can be taken. Use of laboratory or public access facilities to view material that may be considered offensive to others—which includes, but is not limited to, racially hateful and sexually explicit material—is considered a form of harassment. The viewing of harassing material is inconsistent with the mission of LaGrange College. Viewing such harassing material in a lab or public access area may result in disciplinary action.

### *CAMPUS NETWORK*

The College provides Network access in classrooms, laboratories, the library, offices, public access locations, and student dormitory rooms. While the College is committed to free speech and open access to information and communication, these must be tempered by the need to respect others' rights to speech, access, and communication. Each user is expected to balance their needs with the needs and expectations of the College community as a whole. The College reserves the rights to limit bandwidth to users and access to non-academic, resource-intensive applications if they threaten to interfere with academic uses of the Campus Network.

Users on the Network must not attempt to conceal, mask, or misrepresent their identity or the identity of computers when using the Network. Users shall not employ software or hardware that interferes with the operation or security of the Network. Users shall not interfere with the administration of the Campus Network, nor shall they attempt to breach any Network or resource security system. In administering the Network, Network activities of users may be monitored as to type and quantity.

Users are responsible for all Network activities originating from resources provided to them by the College.

### *WIRELESS NETWORK*

Wireless networking provides many benefits to the College, but with these benefits comes unique security threats. In order to make a reasonable effort to prevent access to Network resources from unauthorized users via the Wireless Local Area Network (WLAN), the following policy and associated best practices exist.

An unsecured Wireless Access Point (WAP) has the potential to open a backdoor into an otherwise secure network. All WAPs located in academic and administrative buildings must be managed by IT. Faculty and staff are prohibited from installing a WAP without explicit

permission from the Chief Information Officer. Requests for expansion of the wireless Network should be made to the Network Manager via the IT Helpdesk. In order to allow flexibility for students to utilize wireless networking in the residence halls, secured personal WAPs are allowed on a case-by-case basis. IT must be notified of intent to install a WAP via the IT Helpdesk. WAPs must be physically located in the vicinity of the owner's conventional wired jack, and they must be secured in at least one (1) of two (2) ways: At least 40-bit Wired Equivalent Privacy (WEP) must be enabled on the WAP and client, and ideally the WAP's internal MAC address table should be set to allow access only from authorized clients. IT reserves the right to scan for and disable any unauthorized or unsecured WAPs.

#### WAP Best Practices:

- Activate WEP on the WAP and client.
- Change the default administrator password to a more secure password.
- Don't use the default Service Set Identifier (SSID).
- Don't broadcast the SSID, if possible.
- Use the lowest power radio output possible to minimize signal propagation.
- Disable the WAP in non-usage periods.

#### *REMOTE ACCESS*

LaGrange College provides limited remote access to the Campus Network for College business. This service was created for technical and administrative access to the Network not available through a regular Internet connection and is not intended to provide general Internet access to members of the LaGrange College community. In order to be granted remote access to the Campus Network, a user must submit a request to the Chief Information Officer via their department chair/supervisor. The request should indicate the period of time for which this access is to be granted and indicate how this access is consistent with the technical and/or administrative purpose of the remote access resource.

#### *DATA SECURITY*

Within institutional priorities and financial capabilities, LaGrange College provides reasonable security against unauthorized intrusion and damage to data, files, and messages stored on its computer systems. The College maintains facilities for archiving and retrieving data stored in user accounts. If a user needs to recover data after an accidental loss, then Information Technology staff should be contacted, and every reasonable attempt will be made to recover the lost or corrupted data. Neither the College nor any Information Technology staff can be held accountable for unauthorized access by other users, nor can they guarantee data protection in the event of media failure, fire, criminal acts, or natural disaster. Backing up critical files regularly is recommended.

#### *INFORMATION RESOURCE USE BY GUESTS AND ALUMNI*

Use of physical facilities for information technology by guests (individuals not currently enrolled as students or currently employed as faculty or staff members of LaGrange College) and alumni is allowed only within Frank and Laura Lewis Library and under the supervision of library staff. Additionally, such access is allowed only when existing resources are not being fully utilized by LaGrange College students, faculty, or staff. The use of technological resources may be extended

to alumni and friends of LaGrange College without the imposition of a “user fee.” A “per printed page” user fee established by Lewis Library will be assessed for use of College printing resources.

#### *USER AWARENESS*

Because information technologies change at so rapid a rate, updates to the Responsible Use Policy may be made between printings of College publications. It is the responsibility of the user to keep informed of the changes in this policy, which will be available on a LaGrange College Web site (<http://panther.lagrange.edu>).

#### *LAGRANGE COLLEGE CELL PHONE AND PAGER POLICY*

The carrying and use of cell phones, pagers, and other electronic communications devices are allowed on the LaGrange College campus. Users of these devices, however, must be attentive to needs and sensibilities of other members of the College community. Furthermore, the use of these devices must not disrupt the functions of the College.

Devices must be off or ringers silenced in classes, laboratories, the library, study spaces, and other academic settings and during events such as plays, concerts, speakers, and College ceremonies. The term “laboratories” explicitly includes computer laboratory spaces. Answering or operating the device during classes, laboratories, meetings, or events is appropriate only in case of emergency. If the device must be answered, then the user must move to a location where the class, laboratory, library patrons, etc. will not be disrupted before making use of the device.

## **ACADEMIC POLICIES**

### **HONOR CODE**

*As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.*

*The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The cooperation of all members of the College community is needed to promote an environment of academic integrity, scholarship, and discipline.*

*The Honor Code may be augmented for individual course needs, provided that any additions are listed in the course syllabus and do not detract from the letter or spirit of the Honor Code or jurisdiction of the Honor Council.*

### **STUDENT RESPONSIBILITIES**

- to be honest and truthful in all academic matters, abiding by the letter and spirit of the Honor Code;
- to consult with the appropriate persons to clarify issues regarding plagiarism, the correct attribution of sources, the acceptable limits of proofreading, editing, or input of others, and the allowable materials for examinations, reports, or any academic work;
- to sign a pledge that no unauthorized aid has been given or received on any academic work;
- to report any incident which is believed to be a violation of the Honor Code to the president of the Honor Council;
- to cooperate when called upon by the Council to testify in a hearing.

### **STUDENT RIGHTS**

- to be presumed innocent;
- to be granted a fair, impartial, and timely hearing;
- to face and question any witnesses at a hearing;
- to provide and share information on one's own behalf;
- to be granted a separate hearing upon request, when the incident involves more than one person;
- to be granted the right to subsequent appeal;
- to be accompanied by a silent observer in a hearing. The Council president must be made aware of this person's name and relationship to the student no less than twenty-four (24) hours before the hearing. The observer's role is one of support, and this person will not be allowed to speak.

### **EXAMPLES OF OFFENSES**

- academic cheating, including but not limited to the unauthorized use of books or notes, copying, or collaboration on examinations or any graded coursework;

- unauthorized use of electronic devices and/or programs for or during examinations or any graded coursework;
- plagiarism—the misuse of another person's words or ideas, presenting them as one's own, regardless of intent;
- lying or presenting false information related to any academic matter;
- forgery or misuse of official college documents;
- theft of college property related to academic work;
- aiding another in any of the above;
- failure to report a violation of the Honor Code;
- failure to appear before the Honor Council as requested;
- failure to maintain confidentiality regarding a case;
- any dishonest conduct related to Cultural Enrichment requirements, including but not limited to, taking credit for attendance when one has not attended an event, either in whole or in part; or aiding another in attempting to take credit for attending an event one has not attended.

### *SANCTIONS*

One of the following sanctions is imposed when it is determined that there has been a violation of the Honor Code. All students will also complete a program of remediation outlined in the following section.

- A maximum of half (½) credit on the related assignment at the discretion of the professor
- A zero on the related assignment
- The final grade in the course lowered by one letter grade
- An F in the course
- Suspension from the College for one term, excluding summer, in a grade-related offense
- Suspension from the College for one term, excluding summer, and an F in the course in a grade-related offense
- Dismissal from the College and an F in the course in a grade-related offense
- Revocation of a degree

All students will also complete a program of remediation outlined in the following section.

### *REMEDIATION*

All students found to have violated the Honor Code must complete a Remediation Program before being allowed to enroll in classes for the following semester. In course-related violations, they would also receive a sanction from the Honor Council. In certain non-course-related cases, the remediation program itself may be the sanction set by the Honor Council.

1. A contract will be signed by the student which requires a Remediation Program to be completed within a month of the date of the initiation of the contract. If the sanction is imposed late in a semester, the president of the Honor Council will determine a reasonable time for its completion at the beginning of the next semester. If the student does not complete the program as agreed within one month, he or she will not be able to register for the following semester, not including summer, effectively accepting a suspension for a semester. It will be the student's responsibility to make and keep all

appointments named in the contract and to complete the program within the specified period.

2. The student must make and keep appointments, while dressed appropriately (item 3), to meet with the following groups or members of the college community *in person*: the Vice President for Academic Affairs (VPAA) (or President of LaGrange College if VPAA is not available) and the member or members of the faculty involved. In each of these discussions the student should be prepared to explain his or her violation, discuss its impact both personally and on the college community, and hear what others' thoughts and concerns may be about the violation. A minimum of thirty minutes is suggested for each meeting. The paper referred to in a following section (item 4) must be presented to the VPAA prior to his or her meeting with the student.
3. Attire: Students meeting with the Vice President for Academic Affairs (VPAA) (or the President) must be dressed in attire that would be appropriate for a job interview. If the student shows up wearing inappropriate clothing, he or she will be required to reschedule their meeting.
4. The student must write a typed paper, at least 750 words in length, reflecting on the experience of the violation and what he or she learned in the process of the meetings as reflected in the Honor Council's Learning Outcomes. These papers, rendered anonymous, will be made available for the Honor Council to use at its discretion in its efforts to educate the student body regarding academic integrity. When the paper has been submitted and read by the Honor Council, the final step in satisfying the Remediation Program will be a meeting with the Honor Council. This is an opportunity for members of the Council to ask questions of the student about the process and outcome.

**A complete description of Honor Code policies, rules, and regulations can be found in the Student Handbook, available on PantherNet. Handbooks are also available in the Office of Student Engagement.**

## **GENERAL ACADEMIC POLICIES**

### **REQUIREMENTS FOR BACHELOR'S DEGREES**

#### **A SUMMARY**

LaGrange College's undergraduate day program offers the Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Music degree, the Bachelor of Business Administration degree, and the Bachelor of Science in Nursing degree. Baccalaureate degrees require a minimum of 120 semester hours of credit, including required coursework in the Ethos curriculum, Interim term, May Away term, and the major.

To be eligible for the degree, a student must meet all requirements for the degree (Ethos, Interim, May Away, major program, all necessary assessments, Cultural Enrichment, 120 semester hours (or more, depending on major) of coursework, residency, and a minimum 2.0 cumulative grade point average in all coursework taken at LaGrange College) and file a petition for the degree before the beginning of his or her final term. A student who does not earn a degree in ten full semesters or the equivalent may be denied further registration.

In order to graduate in four academic years, a student should enroll for at least 30 semester hours each academic year. Twelve (12) semester hours is considered full-time in a regular semester. The maximum full course load is 16 semester hours; anything beyond is considered an overload. No student whose average is below 3.0 is permitted to enroll for more than 16 hours in any one term without the written permission of the VPAA.

To obtain a second bachelor's degree, at least 30 additional semester hours must be earned beyond the first degree, in a minimum of two semesters.

Unless otherwise specified in this Bulletin, grades of "C-" may be counted toward a major or minor, but the major or minor GPA must remain at or above 2.0 (or the departmental minimum) in order for a student to graduate with said major or minor. No grade below a "C-" in any course above the 1000 level may be applied toward a major or minor.

### ***SPECIFIC DESCRIPTIONS OF GRADUATION REQUIREMENTS***

**Bulletin** - A student who enters LaGrange College under a given Bulletin generally will be graduated under the Ethos curriculum (the general education curriculum), credit hours requirement, and grade point average requirements of that Bulletin. Major requirements are those in force at the time when a student formally declares a major. If a student suspends his or her study and re-enters more than four years later, then he or she will graduate under the requirements of the Bulletin in effect at the time of re-entry.

**Graduation Petition** - Students in their last year of college work must have an audit of their course credits and planned courses examined upon registration for their final semester in residence. The major advisor and the Registrar assist the student in completing this petition. No student may participate in Commencement exercises if he or she has not completed a graduation petition.

**Outcomes-Based Assessments** - Students at LaGrange College will participate in the evaluation of the extent to which institutional education goals are being achieved. This evaluation will be in both the Ethos curriculum and the major. College-wide assessment days for seniors are administered in October for December graduates and March for May graduates. Dates and times can be found on the Academic Calendar. For major assessments, consult the specific majors for details.

**Upper Division Credit** - As a requirement for graduation, students must complete a minimum of 30 upper-division (3000 and 4000 level) semester credit hours.

**Residency** - There are two ways in which a student may meet residency requirements for graduation:

1. The student must be in residence for the last 39 credit hours; or
2. 51\* credit hours of the last 60 credit hours must be earned at LaGrange College.

\*With prior approval of the academic advisor and the Vice President for Academic Affairs (VPAA), up to nine (9) hours of the last 60 credit hours may be earned as a transient student at

another accredited institution. Transient credit is awarded only for courses in which the grade of "C-" or better is earned.

**Cultural Enrichment** - Because the intellectual and cultural opportunities during one's college years are exceptionally rich, and because exposure to a variety of cultural experiences and participation in a lively collegial atmosphere during one's intellectually formative years is vital to the concept of a liberal education, LaGrange College is dedicated to assisting in this enrichment by requiring all students to accumulate a prescribed number of Cultural Enrichment (CE) credits over the course of their careers. Of the CE credits required for graduation, a student must include at least four (4) designated sustainability events. Each semester, a list of approved Cultural Enrichment programs, lectures, presentations, events, performances, recitals, etc., will be published on the College Web page. Many of these events will occur during the Contact Hour (from 11:15 a.m. until 12:00 p.m.) on Tuesdays and Thursdays, and some will double as required programs in Cornerstone classes.

Because students at LaGrange College earn graduation credit through their attendance at Cultural Enrichment events, the Honor Council takes seriously Honor Code violations relating to attendance at CE events. If a student knows in advance that she/he will have to leave an event early, that student should not have the ID card scanned. Questions about the accuracy of ID scanning should be addressed to the Cultural Enrichment Committee.

Students will meet their CE graduation requirement according to the following schedule:

<b>CLASSIFICATION</b>	<b>EARNED HOURS UPON ENTRY TO LAGRANGE COLLEGE (SEM. HRS.)</b>	<b>CE CREDITS NEEDED TO GRADUATE</b>	<b>SUSTAINABILITY CE CREDITS NEEDED TO GRADUATE</b>	<b>MAXIMUM ATHLETIC CE CREDITS ALLOWED</b>
<b>NEW/TRANSFER FIRST-YEAR</b>	<b>0 – 14.99</b>	<b>40</b>	<b>4</b>	<b>6</b>
<b>TRANSFER FIRST-YEAR</b>	<b>15 – 29.99</b>	<b>35</b>	<b>4</b>	<b>5</b>
<b>TRANSFER SOPHOMORE</b>	<b>30 – 44.99</b>	<b>30</b>	<b>3</b>	<b>4</b>
<b>TRANSFER SOPHOMORE</b>	<b>45 – 59.99</b>	<b>25</b>	<b>3</b>	<b>4</b>
<b>TRANSFER JUNIOR</b>	<b>60 – 74.99</b>	<b>20</b>	<b>2</b>	<b>3</b>
<b>TRANSFER JUNIOR</b>	<b>75 – 81</b>	<b>15</b>	<b>2</b>	<b>2</b>
<b>TRANSFER SENIOR</b>	<b>≥ 81</b>	<b>10</b>	<b>1</b>	<b>1</b>

## **COMPONENTS OF ACADEMIC PROGRESSION**

### ***CREDIT HOUR POLICY***

LaGrange College determines the number of semester credit hours to be awarded based on the amount of time the typical student is expected to commit to successful completion of a course. Under the semester system, the awarding of one semester credit hour implies the expectation that a typical student will commit at least 40 hours of time engaged with the course material during a term. Usually, this commitment of time will imply work divided between one hour in class and two hours out of class, but other combinations are possible, based on the level of the course, the nature of assignments, and other factors.

### ***FIRST-YEAR ORIENTATION***

All first-year students are introduced to LaGrange College through a summer orientation program and a First Week Experience just prior to the beginning of Fall semester. This time is designed to acquaint first-year students with various phases of the life of the College, including traditions, procedures, and regulations. Students benefit from a proper introduction to the opportunities and responsibilities of college life. During First Week, Cornerstone classes will meet and first-year students will be introduced to the Honor Code and the Social Code.

### ***PLACEMENT***

Appropriate placement in certain courses is essential. Placement in mathematics and English is based on skills assessment or standardized test scores. Students who are not predicted to be successful in MATH 1101 are required to enroll in MATH 0100. This is a pre-Ethos curriculum mathematics course, and credit in this course does not count toward the fulfillment of the 44 hours of Ethos requirements, but does count toward hours required for graduation. English placement is based on scores obtained on the Scholastic Aptitude Test (SAT).

Students entering LaGrange College with two (2) years of high-school-level foreign language are placed in an intermediate level course of that language; or if the students choose, they may start the study of another language at the beginning level. Any student for whom English is not the native language may have the language requirement waived by submitting a written request to the Registrar from the student's advisor and the Chair of the Department of Humanities. Those students who are allowed to waive the language requirement must still complete the minimum 120 hours for graduation.

### ***CLASSIFICATION OF STUDENTS***

A student is classified as a first-year student if he or she has earned fewer than 30 hours of credit. A student is classified as a sophomore if he or she has earned 30-59 hours of credit. To be classified as a junior, a student must have completed 60 earned hours of credit. A student is classified as a senior upon having earned 90 hours of credit. A student should be alert to the fact that a minimum of 120 hours is required for graduation and that some majors may require more than 120 hours. Attaining these minimum progression requirements may not be sufficient to insure completion of graduation requirements within the two semesters of the senior year.

### ***DECLARATION OF MAJOR REQUIREMENT***

Under normal circumstances, a student must declare either a major or an area of interest by the time he or she has earned 45 semester hours of credit, or the equivalent. The Declaration of

Major form and the Area of Interest Form are available in the Registrar's Office. Any student who fails to declare a major or name an area of interest by the time he or she has earned 45 semester hours, or the equivalent, will have a hold placed on his or her registration, marked "major declaration hold." Any exceptions to this requirement must be approved by the Vice President for Academic Affairs (VPAA). Each student is free to change his or her major at any time but should do so only after consultation with an advisor. The Change of Major form is also available in the Registrar's Office. The Declaration of Major form, the Area of Interest form, and the Change of Major form all require the signature of the program coordinator and the department chair in the chosen major.

### *REGISTRATION AND ADVISING*

All students should register on the dates specified. All registration procedures for all terms are under the direction of the VPAA. Students have not completed registration until they have cleared the Registrar, the Office of Student Engagement, and the Business Office. Communications to the student will be through campus e-mail and/or a designated mailing address.

Each student is assigned to a faculty advisor, who assists the student in planning an academic program. However, the ultimate responsibility for meeting all requirements rests with the individual student.

Students who enter LaGrange College and have attempted fewer than 30 semester hours will be assigned a Cornerstone advisor as their primary advisor and an area-of-interest advisor as their secondary advisor. The area of interest is determined from the student's application for admission. The Cornerstone advisor will act as the student's first contact person. The area-of-interest advisor will act as a consultant in matters pertaining to major requirements. Students may declare their major or area of interest at any time, subject to program requirements; however, the Cornerstone advisor will remain as the primary advisor and the major advisor will continue in the secondary advisor role for the entire first academic year.

Students with no area of interest or major will remain assigned to their Cornerstone advisor as their primary advisor.

### *ATTENDANCE POLICY*

Students are responsible for understanding the policy presented by the instructor in the syllabus for each course, including the implications of the policy regarding successful performance in that course. For undergraduate students, absences are excused for two reasons.

1. Medical reasons, when a medical professional has provided documentation indicating the date and time of an appointment, and/ or dates on which the student must not attend class related to the illness or condition.
2. Participation in an official college event at which the student represents the college as a whole (e.g., athletic competitions and musical performances).

These absences shall have no direct penalty for the student; the student shall have the opportunity to make up any missed work occasioned by such excused absences.

### ***ACCELERATION AND ACADEMIC OVERLOAD***

Students desiring to accelerate their college program may complete requirements in less than four (4) academic years. This may be accomplished by attending summer school and/or taking an academic overload. Permission to take an overload in any semester is granted only to those students who have earned at least a cumulative average of "B" (3.0), except that a student may take an overload during one semester of his or her senior year without respect to grade point average.

### **ALTERNATE METHODS OF OBTAINING ACADEMIC CREDIT**

#### ***CREDIT BY EXAMINATION AND EXEMPTION***

Students entering LaGrange College may earn college credit as a result of their participation in the College Board's Advanced Placement (AP) Program, the College-Level Examination Program (CLEP), or the International Baccalaureate (IB) Program. Advanced Placement credit is accepted for those students who present evidence from their high schools that Advanced Placement courses have been completed and appropriate scores earned on the advanced placement test. CLEP exam scores of 50 or better will be reviewed and credit may be granted depending on the academic discipline; only 6 CLEP credit hours will be accepted for courses below the 3000-level. IB credit is awarded for scores of 5, 6, or 7 on the Higher Level examinations, with the exception of English as a Second Language. No credit is awarded solely for earning an IB Diploma, for IB Standard Level exams, or for scores below 5 on any Higher Level examination.

Applicants should submit requests for Advanced Placement or International Baccalaureate credit during the summer prior to enrollment. An official IB transcript should be included with the student's final high school transcript. Consultation with the academic departments may be required in some areas before final credit is awarded. If a waiver of requirements is granted, then the score on the examination used will be recorded on the student's record in lieu of a letter grade.

The Office of the Registrar maintains a list of courses for which CLEP credit can be earned. Students should consult with their academic advisors before registering for a CLEP exam.

CLEP credit is not accepted for failed courses, for CORE classes, or for ENGL 1101 and ENGL 1102. CLEP credits do not count towards residency requirements and are not included in the cumulative GPA.

#### ***CREDIT FOR WORK EARNED AT A TWO-YEAR INSTITUTION***

Not more than 60 semester hours of credit earned at a two-year institution are counted toward the degree. No credit is granted toward the degree for coursework taken at a two-year institution after a student has attained junior standing, except that up to 9 hours of transient credit from a two-year institution may be granted for courses that are below the LaGrange College 3000-level (the 60 credit-hour limit still applies).

The Ethos requirements will be considered fulfilled for students who have earned the Associate of Science degree at a SACSCOC accredited TCSG institution.

### *CREDIT THROUGH UNITED STATES ARMED FORCES INSTITUTE AND SERVICE SCHOOLS*

Courses taken through the United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Nine (9) semester hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. Academic credit for one activity course in physical education, up to a maximum of four, will be awarded for each two months served in the Armed Forces. The maximum credit possible, then, is thirteen (13) semester hours. The Registrar should be contacted in order to obtain appropriate credit. The telephone number for the Registrar is 706-880-8024.

### *TRANSIENT WORK*

Transient credit may be acquired at another regionally accredited institution while the student maintains permanently enrolled status at LaGrange College. For credit to be accepted, the student must obtain written permission from the VPAA through the Transient Request process **prior** to enrolling in the transient course at another institution.

Grades earned for transient work are not included in the cumulative grade point average. As stated in other sections of this Bulletin, a student will not be given permission to repeat any course at another institution in which a failing grade has been earned at LaGrange College.

Transient credit for courses within a student's major will be accepted only from a four-year baccalaureate degree-conferring, regionally-accredited institution that offers a major in the specific discipline of the course being requested for credit. Even if another such institution offers a major in the specific discipline in which the course is being requested for credit, the department chair in that discipline retains the right to deny the request.

Basic parameters for transient work include:

1. Students who have failed a course at LaGrange College may not take the course elsewhere for credit.
2. Students who have earned a grade of "D" in a course, which may be considered unsatisfactory as defined by a student's major requirement, must have the approval of the department chair in the student's major in order to take the course elsewhere.
3. Students may not take ENGL 1101 and 1102 as transient students elsewhere.
4. Students may not take any CORE designated courses as transient students elsewhere.
5. Transient work with a grade of "C-" or better is acceptable. Grades earned for transient work are not included in the institutional grade point average.
6. After 60 semester hours have been completed, acceptable transient work from an institution that does not award the baccalaureate degree can be no more than 9 semester hours and courses must be below the 3000 level.

### **GRADES AND CREDIT**

The definitions of grades given at LaGrange College are as follows:

Letter Grade	Evaluation	Quality Points
A+		4.00
A	Superior	4.00
A-		3.75
B+		3.25
B	Above Average	3.00
B-		2.75
C+		2.25
C	Average	2.00
C-		1.75
D+		1.25
D	Below Average	1.00
F	Failing	0.00
I	Incomplete	
P	Pass	
NC	No Credit or Non-credit	
W	Withdrawn	
AW	Audit Withdrawn	
AU	Audit Complete	
NR	Grade not reported by instructor at the time the report issued.	

#### *NON-CREDIT*

A student may register for a course on a non-credit basis, for which he or she pays full tuition. To have a grade of "NC" recorded, he or she must fulfill all course requirements.

#### *COURSE AUDIT*

All requests for audit courses must be approved in writing by the instructor. Only lecture courses may be audited. No new first-year student may audit any course during the first semester of residence at LaGrange College.

#### *INCOMPLETE GRADE*

A grade of Incomplete (I) will be recorded only for unusual and mitigating circumstances that occur near the end of a term and only for a student who has done satisfactory work up to that point. A grade of Incomplete may be extended to a graduate student engaged in a project that cannot be completed during the term of a course.

A grade of Incomplete must be accompanied by a designated date for completion recorded on the Incomplete Grade Agreement. Typically, this date should be no more than two (2) weeks beyond the last day of the term, but never later than the last day of the subsequent term (including summer, but not Interim.)

When a grade of Incomplete is not changed to a final grade by the designated date, the instructor will be notified by the Registrar. The grade will convert to an F at the close of the exam period of that term if no final grade has been submitted. Exceptions must be approved by the Vice President for Academic Affairs (VPAA).

### **WITHDRAWAL**

A student who chooses to withdraw from a class prior to the close of the Drop/Add period may do so without the course appearing on his or her official transcript in any form. The Drop/Add period will normally end one calendar week following the first day of classes (except in situations in which a class has not yet met, in which case the Drop/Add period will extend one day beyond the first meeting of that class or classes, but only for students enrolled in such classes).

A student who chooses to withdraw from a class on or before the “Last Day to Withdraw with a ‘W’” will receive a “W” on his or her official transcript, regardless of standing in the class. The “Last Day to Withdraw with a ‘W’” will normally occur two weeks prior to the last day of classes of a regular semester-length course. This date is adjusted proportionately for shorter terms.

Normally, no student will be permitted to withdraw officially from a class after the “Last Day to Withdraw with a ‘W.’” Exceptions may be granted for extenuating circumstances but must be approved by the VPAA. Normally, students who encounter hardship near the end of the term (serious illness, injury, family crises, etc.) will be encouraged to take an incomplete (I) grade for the course and complete unfinished work during the following term.

Please note: This policy does not preclude the possibility of an “administrative” withdrawal (in the case, for example, of a student who is disruptive of the learning experience of others) or a medical withdrawal (see below).

To withdraw from an individual course, a student must confer with the Registrar’s Office. Failure to withdraw officially through this office may result in the assignment of an “F.”

### **MEDICAL WITHDRAWAL**

Medical withdrawal is defined as complete withdrawal without academic penalty for reasons of health. Except in circumstances of emergency, a licensed health care provider or a qualified counselor must provide a written recommendation for medical withdrawal to the Vice President for Academic Affairs (VPAA). This written recommendation must be on file prior to approval for withdrawal. Anytime medical withdrawal is initiated, the student’s instructors, the Office of Financial Aid, and the Business Office will be notified by the Registrar. The re-entry of the student following medical withdrawal for medical reasons requires a clearance from the attending physician, a licensed health care provider, or a qualified counselor with an evaluation of the student’s potential to resume study successfully at LaGrange College. The VPAA will review this evaluation and make the decision concerning the student’s re-entry.

### **GRADE POINT AVERAGE (GPA)**

The grade point average is computed by multiplying the quality points earned in each course by the course credit-hour value, summing for all courses, and then dividing the sum by the total number of credit hours. If a student has received credit for a course and repeats that course, then he or she receives no additional credit toward the degree. In computing the student's average, GPA hours and quality points are counted on all attempts.

## **GRADE REPORTING**

### ***MID-TERM GRADE REPORTING***

Mid-term grades for both fall and spring semester terms (but not for Summer and Interim terms) will be reported for all courses as either A-F or S/U (Satisfactory/Unsatisfactory).

### ***FINAL GRADE REPORTING***

Letter Grades are assigned and recorded for each course at the end of each term.

Both mid-term and final grades are available to students on [MyLC](#).

## **TRANSCRIPTS**

Students are entitled to transcripts of their record; however, no transcripts will be issued for any student who is under financial obligation to the College or who have Honor Council or VPAA's Holds. Transcript policy can be reviewed at <https://www.lagrange.edu/current-students/registrar.html>. Transcripts will be issued promptly; however, at the beginning and end of terms, some delay may be unavoidable. Unofficial transcripts may be obtained from the online student module of [MyLC](#).

## **STUDENT GRADE APPEAL**

The initial determination of a student's grade is entirely the prerogative of the instructor. However, a student who wishes to contest a course grade or other academic decision may initiate an appeal by the procedures outlined below. Grade appeals must be initiated no later than mid-term of the academic term following that in which the grade was assigned.

The following procedures govern all student requests for grade changes:

- The student should first attempt to resolve the matter by discussing the question with the course instructor.
- If the student and the instructor are unable to reach a resolution, the student must then submit a written appeal to the Vice President for Academic Affairs (VPAA). The appeal must state the manner in which the course syllabus was violated.
- The VPAA shall then seek an informal conference between the student and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, then the VPAA will deliver the student's appeal, together with any other pertinent documents provided by the student and/or the instructor, to the Review Panel of the Academic Policies Committee for its determination.
- The Review Panel shall then convene to conduct a preliminary review of the appeal, after which the Chair of the Review Panel will set times convenient to the student and the instructor for hearing both sides of the dispute.
- It is the responsibility of the Review Panel to make every reasonable effort to complete its deliberations prior to the end of the term in which an appeal was initiated.
- Upon completion of its hearings, the Review Panel will report its findings to the VPAA. The VPAA will, in turn, inform the principal parties involved of whether the student's request for a change of grade or other decision was denied or approved.

## **COURSE REPETITION**

A student may wish to repeat a course in which a grade has already been earned. This is likely to be because a student:

- earned a grade of “F” in a course;
- earned a grade of “D” in a course;
- earned a grade of “C-” or better in a course.

A student who has failed a course at LaGrange College is not allowed to take the course elsewhere. Thus, all courses in which a grade of “F” is earned at LaGrange College must be repeated at LaGrange College.

A student who has earned a grade of “D” in a course, which may be considered unsatisfactory as defined by a student’s major requirement, must have the approval of the department chair in the student’s major in order to take the course elsewhere.

A student is prohibited from repeating a course in which he has made a “C” or better (while enrolled at LaGrange College or any institution) without the approval of the VPAA and the Academic Council. Should a student wish to repeat a course in which a grade of “C” or above was awarded, the student may petition to repeat the course.

A student may not remove from the transcript any grade earned at LaGrange College or elsewhere, even if the course is repeated. No additional credit will be earned for repeats of courses for which a “D” or “C-” grade was previously earned. The GPA is calculated on both attempts.

## **ACADEMIC HONORS**

Academic honors at graduation are based on the student’s grade point average. These honors are awarded only to those students who have completed their last 60 semester hours at LaGrange College and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor’s degree *cum laude*  
or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor’s degree *magna cum laude*  
or
3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor’s degree *summa cum laude*.

At the end of each academic semester, students who have maintained a 3.60 cumulative grade point average on a minimum of 12 GPA hours of work will be placed on the VPAA's List.

Upon graduation, students who have been in residence at LaGrange College (as transfer students in the day program) for at least 42-59 semester hours and have attained a grade point average of 3.50 or higher may be granted the bachelor’s degree with distinction.

## **ACADEMIC STANDING AND PROBATION**

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. The purpose of probation is to warn. It is not a penalty. Students on probation will be notified, and the regulations governing probation will be called to their attention.

To stay in good academic standing, a student must maintain the following LaGrange College cumulative grade point average (GPA):

- with fewer than 30 earned hours, a minimum 1.75 LaGrange College GPA;
- with 30-59 earned hours, a minimum 1.9 LaGrange College GPA; and
- with 60 earned hours or more, a minimum 2.0 LaGrange College GPA.

When placed on academic probation, a student will have two semesters to remove probationary status. Failure to do so could result in suspension at the discretion of the Vice President for Academic Affairs (VPAA), who will evaluate the student's academic progress.

In addition, a student may be placed on probation or suspended, at the discretion of the VPAA, for any of the following reasons:

- failure to make at least a 1.0 GPA in any term
- failure to earn at least three credit hours in any term
- failure to successfully complete ENGL 1101 within the first 30 semester hours of enrollment at LaGrange College
- failure to pass the initial mathematics course into which the student is placed within the first 30 semester hours of enrollment at LaGrange College
- failure to successfully complete one core mathematics course (Math 1101 or higher) within the first 45 semester hours of enrollment at LaGrange College

Students may be suspended for other academic reasons, such as Honor Code violations. In the case of part-time students, the extent of application of these regulations will be at the discretion of the Vice President for Academic Affairs (VPAA). Normally, all applications of the regulations will be based upon a full academic load.

A letter from the VPAA is sent to the student providing information on standing. "Probation One" means that the student's next term will be the first term on probation, etc. "Dean's Decision" means that the student's academic records have been given to the VPAA for action.

## **ACADEMIC FORGIVENESS**

Academic forgiveness is a process which allows a student to have his or her prior academic record adjusted if:

1. four (4) or more calendar years have elapsed since the period of last enrollment at LaGrange College;
2. the student applying for forgiveness has completed a minimum of 12 semester hours since readmission to LaGrange College and has earned a GPA of 2.0, with no course grade lower than "C-," since the time of readmission.

The student may petition for forgiveness through the Academic Council, and, if approved, the College will:

1. apply toward the student's general education and elective requirements, but not necessarily toward the student's academic major or minor, all those courses in which the student earned a grade of "C-" or better;
2. set the student's cumulative grade point average to 0.0;
3. require the student to successfully complete a minimum of 30 semester hours after bankruptcy declaration in order to graduate;
4. and allow all graduation requirements (see LaGrange College Bulletin) to remain the same and apply equally, except that students who have petitioned for and received academic forgiveness will not be eligible to receive honors at graduation.

LaGrange College will maintain the student's complete record, including those courses excluded from the GPA by the granting of forgiveness. No coursework will be expunged from the student's academic record. The student's official transcript will clearly indicate that the student has been granted academic forgiveness. Ordinarily, no transfer or transient credits will be accepted after academic forgiveness. A student may be granted academic forgiveness only once during his or her academic career at LaGrange College.

### **STUDENT PETITION OF ACADEMIC POLICY**

Students may petition for exception to published academic policy. The Academic Council reviews the petition.

### **STUDENT RECORDS AND FERPA REGULATIONS**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, then the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- school officials with legitimate educational interest;
- other schools to which a student is transferring;
- specified officials for audit or evaluation purposes;
- appropriate parties in connection with financial aid to a student;
- organizations conducting certain studies for or on behalf of the school;
- accrediting organizations;
- to comply with a judicial order or lawfully issued subpoena;
- appropriate officials in cases of health and safety emergencies; and
- state and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information, such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information about FERPA, visit the following Website:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## **INTERNATIONAL STUDENTS**

A student who is on a student visa in the United States is subject to special regulations mandated by the U.S. Citizenship and Immigration Services (USCIS) of the United States Government. As the institution that issues documents certifying student status, LaGrange College is subject to USCIS regulations as a matter of law. USCIS regulations change from time to time, so students are encouraged to contact the Office of Global Engagement when questions about USCIS regulations arise. Under current guidelines, persons with student visas must be enrolled for a full academic load (at least 12 semester hours) at all times. Federal regulations concerning "status" for all international students on an F-1 visa state that any student who falls below 12 semester hours at any time will be considered out-of-status and must be reinstated by the U.S. Citizenship and Immigration Services (USCIS).

English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL or IELTS score required for admission, the Vice President for Academic Affairs (VPAA) may require that a student attend a special, intensive English language course if it is apparent that a student's English continues to jeopardize a successful academic career.

## **ACADEMIC PROGRAMS**

### ***INTRODUCTION***

Faculty members and the staff of LaGrange College implement curricular and co-curricular programs that contribute to the fulfillment of the mission of the College and the quest for civility, diversity, service, and excellence. Undergirding all the academic programs at LaGrange College is a fundamental commitment to the liberal arts. The underlying philosophy of liberal learning is found in all parts of the curriculum of the college but is most obvious in the structure of the Ethos curriculum, which serves as the foundation of the academic experience at the college. Baccalaureate majors share Ethos, which represents approximately forty percent of a student's formal study at the college. Specific courses within Ethos are designed to integrate knowledge from diverse disciplines.

Within an ethical and caring community, the total LaGrange College program is designed to challenge and support students in their search for truth. This program is centered around the liberal arts curriculum, which provides engagement in a breadth of scholarly disciplines and a foundation for a lifetime of learning. Because of this orientation, students are given opportunities to interpret and evaluate the influence of historical, cultural, artistic, mathematical, scientific, and religious developments. They are exposed to the modes of creative expression and participate in activities that foster intellectual curiosity. Through a series of experiences allowing examination of issues involving ethical reasoning, global awareness, diversity, sustainability, personal wellness, and civic knowledge and service, students have an opportunity to reflect upon and consider their place in the world and to become successful, responsible citizens who aspire to lives of integrity and moral courage.

The curriculum of LaGrange College is designed to improve students' creative, critical, and communicative, and connective abilities, as evidenced by the following outcomes:

- Students will demonstrate creativity by approaching complex problems with innovation and from diverse perspectives.
- Students will demonstrate critical thinking by acquiring, interpreting, synthesizing, and evaluating information to reason out conclusions appropriately.
- Students will demonstrate proficiency in communication skills that are applicable to any field of study.
- Students will demonstrate connectivity between the Ethos curriculum and their major coursework.

### ***FOR STUDENTS WHO MATRICULATED BEFORE THE FALL 2018 TERM***

For students who enrolled at LaGrange College before the Fall 2018 term, the foundational curriculum in force is known as the Core Curriculum. Students seeking information regarding requirements and opportunities under the Core Curriculum can locate that content in previous versions of the bulletin.

Courses associated with the Core Curriculum (often designated with prefix CORE) will still be available for up to two years as part of the Bridge program (as listed in the section on the Ethos curriculum) so that students entering prior to Fall 2018 can still meet all necessary requirements.

## ***ETHOS CURRICULUM***

In Ancient Greek, “ethos” was the word for an informed citizen’s character. The ideal was to become an individual of courageous aspiration and sound moral judgment. Much later, ethos referred to a speaker’s authority, trustworthiness, and capacity for civic excellence. And today, one of the great aims of a comprehensive liberal education might be said to be the development of student ethos, the disposition and habits of mind essential to living a meaningful life.

LaGrange College’s Ethos program endeavors to be the foundation in every student’s search for that meaningful life. Students will refine their intellectual skills, explore multiple modes of inquiry, and interrogate the values of thoughtful global citizenship. Dedicated to LaGrange College’s roots in the Wesleyan tradition and implemented across every year of an undergraduate degree program, the Ethos curriculum values high-impact learning practices and culminates with integrated, project-based senior capstone experiences unique to each student’s major area of study. The Ethos program is the soul of LaGrange College’s commitment to the liberal arts tradition. It is our promise to prepare students to be curious and creative global citizens.

### **Ethos Curriculum**

#### **PROGRAMMATIC GOAL ONE: INTELLECTUAL SKILLS**

**12 Hours**

##### **Writing and Information Literacy**

**6 Hours**

ENGL 1101, ENGL 1102

##### **Logical and Quantitative Reasoning**

**6 Hours**

One from the following list: MATH 1101, 1221, 2221

and

MATH 1120

*(MATH 1114 or PSYC 2298 satisfy this requirement for students in the Nursing program.)*

#### **PROGRAMMATIC GOAL TWO: MODES OF INQUIRY**

**25 Hours**

##### **Diverse Cultures, Human Behavior, and Human Relationships**

**3 Hours**

PSYC 1101;

GNDR 1101;

SOCI 1000;

LAST 1104, 2000;

POLS 1101, 2210, 2220;

PHIL 2440;

CORE 3001;

RLGN 1104, 2230, 2320;

HIST 1101, 1102, 1111, 1112

##### **Modern Languages**

**6 Hours**

Two sequential courses FREN, GERM, KORN, LANG, SPAN

*(SPAN 1101 and SPAN 1102M satisfy this requirement for students in the Nursing program.)*

**Laboratory Science and the Natural World** **7 Hours**

BIOL 1101, 1102, 1107, 1108, 2148, 2149;  
CHEM 1101, 1102;  
PHYS 1101, 1102, 2121, 2122

**World Civilization and Humanities** **6 Hours**

RLGN 2215;  
CORE 2001, 2002;  
HIST 1101, 1102, 1111, 1112;  
POLS 2210, 3340 (PHIL 3420);  
PHIL 1410, 3420 (POLS 3340);  
ARTD 1109, 1110, 1111;  
THEA 1101, 1102, 2352;  
MUSI 3301, 3302, 1112;  
ENGL 2204, 2205, 2206, 2207

**Artistic Expression** **3 Hours**

ARTD 1151, 1152, 1153, 2272, 2223, 2227, 2229, 2273;  
THEA 1180, 1184, 1205, 1286, 2272, 2360, 2370, 2380;  
MUSI 1101, 1100, 1105, 1106, 1107, 1108, 1109, 3105, 3106

**PROGRAMMATIC GOAL THREE: GLOBAL CITIZENSHIP** **7 Hours**

**Values** **4 Hours**

Cornerstone 1101, 1102

**Faith Traditions** **3 Hours**

RLGN 1101, 1103, 1104, 1105, 1106, 1107, 1108, 3120, 2215

**TOTAL REQUIRED ETHOS HOURS** **44 Hours**

**GENERAL EDUCATION**

Each student is required to pass three (3) Interim-term courses [one (1) three-hour course per term] as part of the graduation requirements. First-year students are required to enroll in an Interim-term course. Students may elect to complete four (4) Interim-term courses and are encouraged to do so.

The Ethos Curriculum and the Interim and May Away terms comprise the general education at LaGrange College.

**ASSESSMENT OF THE ETHOS CURRICULUM**

During the first semester and again prior to graduation, students take the college's assessment exam, designed to determine the extent to which students have achieved the objectives of the

Ethos Curriculum. Participation in this testing program is a requirement for graduation with a baccalaureate degree.

Students will be responsible for assembling an Ethos Portfolio with which the programs and the Ethos Council can perform course-embedded assessment. All Ethos courses will include authentic assessments that are designed and administered by the courses' instructors. For the most part, these assessments will be written artifacts, but multimedia artifacts including recorded presentations and/or performances, photography, and sound files may also be appropriate.

While often adequate for assessing student learning within certain courses, student results on standardized and/or computer scored midterm and final exams are not recommended artifacts for programmatic portfolios. Rather, students are encouraged to design signature assignments that may function as transactional discourse outside of the classroom.

The Ethos Portfolio will be comprised of nine (9) artifacts that students will collect and upload electronically over their time as students at LaGrange College. Artifacts must demonstrate gains made within each of the student learning outcomes: creativity, critical thinking, communication, and connection. Senior theses/capstone projects should be, with some rare exceptions, uploaded by all graduating seniors.

In each instance, students will be prompted to write brief self-assessments of no more than a paragraph that explain the inclusion of their work and how it demonstrates its respective student learning outcome. This reflective work—and all assessment—will be reviewed by the Ethos Council. Students transferring to LaGrange College with at least thirty (30) transfer credits may have certain artifacts waived from their Ethos Portfolios depending on which courses were transferred.

Students transferring to LaGrange College with at least sixty (60) transfer credits will not have to complete an Ethos Portfolio as part of the graduation requirements. The Ethos Council will annually conduct assessment of artifacts associated with a limited number of learning outcomes. This cyclic, systematic process will focus on distinct sets of learning outcomes in succeeding assessment periods until all learning outcomes are evaluated. With some exception, many of these assessments are already being administered across LaGrange College's curriculum.

The Ethos Portfolio presents the opportunity for faculty to review it in the interest of improving student learning, and for students—and their families—to see meaningful benchmarks in their educations.

#### *ETHOS CURRICULUM: TIME RESTRICTIONS*

There is no time limit on the credit or validity of coursework in the Ethos Curriculum. It should be noted, however, that students who have not been enrolled at LaGrange College for four (4) years, or who transferred from LaGrange College and subsequently return, enter the college under the Bulletin in force at the time of re-entry.

#### *THE INTERIM ("JAN-TERM") PROGRAM*

The Interim is the class term held during the month of January for approximately four (4) weeks. Courses offered in the Interim are designed to encourage students to explore course content outside their majors. All first-year students must successfully complete three (3) of the four (4) Interim terms offered during a typical four-year course of study. For students who transfer to LaGrange College, reductions are made in this requirement based on the academic standing of the student at entry, as follows: transfer freshman (< 30 attempted hours) – 3; transfer sophomore (30-59.99 attempted hours) – 2; transfer junior (60-80.99 attempted hours) – 1; transfer senior (>81 attempted hours) – 0. All first-year students are required to register for an Interim class during their first year at LaGrange College. First-year students not pre-registered for the Interim term following their first Fall semester must submit an Academic Petition to the Vice President for Academic Affairs (VPAA).

Due to the exploratory nature of the Interim term, other academic programs are encouraged to refrain from offering courses required in the major or courses that are restricted to certain small groups of students. With this intent, students can be exposed to opportunities of study, thought, and expression that are not available during the other semesters of the academic year. To preserve the uniqueness of the Interim program, Interim-term courses are not offered during other semesters, general education courses are not offered during the Interim, and students may not repeat an Interim course.

To be eligible for any Interim course, all academic, procedural, financial, and other prerequisites must be met. Students who have been enrolled full-time during the preceding Fall semester may take an Interim course at no additional charge for tuition, room, or board. Individual courses may assess fees particular to the activities planned. The costs listed in the course descriptions in the annual Interim bulletin are the anticipated per-participant charges for that particular class. Students are responsible for purchasing their own textbooks; most are available at <https://lagrange.ecampus.com/>.

The primary Interim bulletin is distributed in early Fall semester, with registration in late September for the upcoming January. Students are encouraged to discuss any questions about courses with the indicated instructors during the week prior to registration. A separate preliminary travel bulletin is distributed during the prior Spring semester, with an early travel application period offered in March. If space is available in the courses, then it may be possible to register for travel courses during the Fall registration period also.

All Interim courses require a minimum of 120 clock-hours per term of student involvement. At the first class meeting in early January, the instructor will provide guidelines for successful completion of the course, as well as a schedule of class meetings, assignments, and other necessary information. Grading of Interim courses is based on the A-F scale or Pass/No Credit. Instructors may allow students to choose between these grading options in on-campus courses but travel courses may only be taken on the A-F scale.

During the Interim term, LaGrange College offers several opportunities for off-campus study that require travel, to other states or travel beyond the United States. Being allowed to study away as part of the curriculum of LaGrange College is a privilege; approval to study away is not automatic but may be granted through the Office of Global Engagement, based on a completed

application, including instructor permission and references. Study away inevitably involves risk—accident, injury, illness, civil unrest, and other unforeseen circumstances. These risks are ones that neither those who sponsor or participate in study away can control. In recognition of these risks, a premium on a travel assistance and emergency medical insurance policy is included with the fees assessed for study away courses. Participation in such an off-campus study program is purely voluntary on the student's part. As a condition for participation, LaGrange College requires that students and their parents read and execute liability releases and other documents that acknowledge, accept, and assume all risks. LaGrange College expects that students and their parents will use their own due diligence in informing themselves of current global conditions and in determining whether they wish to engage in study away to given sites.

### *GLOBAL ENGAGEMENT*

The LaGrange College Mission Statement emphasizes that the institution, in its focus on the liberal arts, the Wesleyan tradition of truth-seeking, and the preparation of students for professional success and responsible citizenship, will provide an educational experience that contributes to the formation of graduates who are not only capable of encountering difference, in people and in cultures, but also eager to be significant contributors to a complex world. Faculty and staff are committed to providing many opportunities for students to develop the necessary skills for informed thought and responsible decision-making. It follows naturally from this sense of mission and purpose that the college should foster the development of characteristics of globally engaged students who will one day be knowledgeable, involved citizens of the world.

The Study-Away program encourages students to participate in learning opportunities in other settings, both domestic and international. Students may do this through short-term, faculty-led study away courses such as those offered during January in the Interim Term and during May in the May Away Term. Each spring, there is a specific application and enrollment period for study away courses which will operate during the upcoming year. All students are also encouraged to spend a semester or an academic year in an individual study abroad program. Information on these programs can be obtained through the Office of Global Engagement. All students who are interested in full-term Study Abroad should begin the process by requesting approval from the Office of Global Engagement.

A major commitment of the college is to provide all students with greater access for study-away opportunities. A significant component of this commitment is the undergraduate student travel voucher program, whereby eligible students receive direct financial support of up to \$2500 to participate in a for credit international or domestic study-away experience sponsored or approved by the college. The eligible student will have entered LaGrange College as a first-time, first-year student, been continuously enrolled during fall and spring semesters, have attained at least junior (60 semester hours) status by the award date of the voucher, and be in good standing. The voucher may be used during the junior or senior year.

### *THE MAY AWAY PROGRAM*

May Away, an academic study away-only term, features a three-semester-hour study away course which requires 120 hours of student engagement. Pre-departure and course preparation will likely begin during the preceding spring semester, with a sufficient number of faculty/student hours to fully prepare students for the travel component. This preparation may include on-campus and on-line sessions. Even though students will begin coursework, the

official start of the May Away term is the day after the last scheduled final exam day for spring semester. Graduating seniors may enroll in a May Away course. These seniors will be able to walk for graduation but will not receive their degree until the following May after successfully completing the May Away course. Graduating seniors will have to file a graduation petition and a pre-completion request with the VPAA.

The travel component of May Away will begin within a few days after graduation; no on-campus housing will be provided for May Away students (faculty and students will meet at the airport or another pre-arranged place). Students eligible for May Away free tuition will be those who are full time students in the preceding spring semester. Exceptions would be those students who have already used the annual allotment for the January Interim term because of their full-time status the preceding fall semester and are therefore not eligible for free tuition in May. Students are able to take advantage of the free tuition only one time during an academic year. Travel vouchers and transfer student travel scholarships may be used for May Away courses.

A student may take both a January Interim term course and a May Away course during the same academic year. May Away courses count toward the required total number of Interim courses for graduation. May Away courses will follow the same calendar path as study away courses taught during the January Interim term. These new courses are available for student application beginning in February for the upcoming academic year. In this way, all study away courses (January and May) are offered to the current year's students at one time.

### *ONLINE LEARNING*

Online learning at LaGrange College is an initiative that enjoys campus-wide support and participation. To remain true to the ideals of an ethical and caring community, the college focuses on improving the lives of students by continuing to offer rigorous coursework than can be taken with more consideration for their responsibilities and obligations.

Courses are offered through a variety of techniques which employ varying levels of digital delivery:

- Hybrid courses – use a lesser number of classroom sessions and an increased amount of digital delivery of content. The classes typically replace between twenty and eighty percent of all physical meetings with electronically delivered content. Success in a hybrid course requires that students are sufficiently motivated and benefit from strong instructor guidance. Dates of required class attendance are clearly noted on the syllabus.
- Synchronously distributed courses – Instructor meets in a regularly scheduled, primary classroom along with students and also have simultaneously scheduled satellite classrooms where synchronous, web-/telecom-based interaction transpires with remote students.
- Primarily online courses – are characterized by a minimum of eighty percent of all content being delivered electronically. However, these courses may also require a very small quantity of person, synchronous meetings (classroom and off-campus). Dates of required attendance are clearly marked on the syllabus.
- Fully online courses – have no required content-driven meetings and thereby eliminate location as a limiting factor for enrollment.

Students in online courses of any type may be required to take exams which are administered and proctored by a trusted, outside source. In some courses, there may be occasional required synchronous class sessions and additional, non-required help sessions, all of which would be available to students via the internet. Instructors will hold office hours in physical (office) locations and also through a digital presence.

Students enrolling in primarily or fully online, synchronously distributed, or hybrid courses at LaGrange College are responsible for meeting all college and course prerequisites, locating and obtaining privileges to use accepted testing centers (as needed), acquiring access to modern computing tools (computer, microphones, webcams, etc.) and broadband internet, addressing any fees specific to scheduled courses or programs, and maintaining skills necessary to properly operate instructional technologies. Students with questions or concerns should contact the course instructor for clarification of any prerequisites and conditions.

For detailed information on the institutional and legal protection of students who are enrolled in distance courses at LaGrange College, please reference the Protection of Students Enrolled in Distance Education Courses policy.

### ***THE MAJOR PROGRAMS***

A major is defined as a primary program of study in which the student completes a designated number and sequence of courses within a specific discipline or subject area. A major may or may not offer concentrations for focused coursework within the major.

A student may choose to pursue one (1) of five (5) baccalaureate degrees: the Bachelor of Arts, Bachelor of Business Administration, the Bachelor of Science, the Bachelor of Music, or the Bachelor of Science in Nursing.

#### **Bachelor of Arts**

Art and Design	History	Psychological Science
Biochemistry	Interdisciplinary Studies	Religion and Philosophy
Biology	Mathematics	Sociology
Chemistry	Music	Spanish
Digital Creative Media and Film	Musical Theatre	Theatre Arts
Education (Early Childhood)	Non-Profit Leadership	Political Science
English		

#### **Bachelor of Business Administration**

Concentration in Accountancy, Marketing and Entrepreneurship, or Sports Management

#### **Bachelor of Science**

Accountancy	Chemistry	Mathematics
Biology	Exercise Science	

#### **Bachelor of Science in Nursing**

#### **Bachelor of Music**

Composition and Music	Performance (voice, piano,	Church Music
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Technologies

organ, guitar, percussion)

LaGrange College also offers graduate programs. In these programs, students may complete the Master of Arts in Teaching, the Master of Arts in Philanthropy and Development, the Master of Education in Curriculum and Instruction, Master of Arts in Clinical Mental Health Counseling, Master of Science and Master of Arts in Strength and Conditioning, and the Specialist in Education in Teacher Leadership. Please refer to the [Graduate Bulletin](#) for more information about these programs.

### *INTERDISCIPLINARY MAJOR*

The Interdisciplinary Major at LaGrange College allows highly motivated students to pursue a self-designed, individualized program leading to a Bachelor of Arts degree in Interdisciplinary Studies.

To be eligible to pursue the interdisciplinary major, a student must exhibit a high-level of maturity and self-direction. A grade point average of 3.3 or permission of the Vice President for Academic Affairs (VPAA) is required at the time of submission of the proposal. The major may be declared upon completion of 30 semester hours, but no later than 69 semester hours.

#### *Policies and Procedures:*

1. The proposed major must stem from at least two (2) separate disciplines, but no more than three (3), and must be supportable by the existing resources of the College.
2. The student must select an advisor in each discipline, with one agreeing to serve as the principal advisor.
3. The student must research and select classes totaling at least 36 semester hours that relate to the proposed major and justify the inclusion of each course. At least 30 semester hours must be from courses at the 3000 level or above.
4. The proposal must include a clear sense of where the interdisciplinary major would lead the student (graduate school or career possibilities). The proposal should also state why the Interdisciplinary Studies Major better suits the student's needs than existing majors/minors offered at LaGrange College.
5. The final major curriculum will be determined by the student in consultation with all advisors. All general education requirements must be met for graduation. The major must culminate in a capstone paper or project approved by all advisors and supervised by the principal advisor. The student must register for INDV 4499 during his or her senior year.
6. The student must complete the Interdisciplinary Studies Proposal Form, which may be acquired from the Registrar's office. The proposed major must be approved by all advisors, the Academic Policies Committee, and the VPAA. It must also be filed with the Registrar's office. Any changes to the approved curriculum must have the approval of all advisors, the Academic Policies Committee, and the VPAA. An amendment form with these approvals must be submitted to the Registrar's office.

### *MAJOR REQUIREMENTS: TIME RESTRICTIONS*

Coursework requirements in major programs necessarily change in response to evolving

curriculum concerns and changing student needs. Students' major requirements are governed by the *Bulletin* in force at the time of the declaration of the major. The declaration of major is initiated with the Registrar's Office and the chair of the respective department.

At the discretion of the department chair, students may be required to demonstrate proficiency and/or currency in the subject matter if the major coursework is older than five (5) academic years. Normally, credit hours earned in the major may not be applied to the completion of the major if the hours earned are older than eight (8) years, dated from the student's initial matriculation. Students who have been out of school longer than two (2) years must again declare their majors.

#### *INDEPENDENT STUDY IN THE MAJOR*

In certain majors, independent study courses are offered. These courses are limited to upper-class major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study, the student must have at least a 3.0 average in major courses. Total credit which can be earned through independent study normally will not be more than six (6) semester hours. Written permission to enroll in such a course must be obtained from the instructor, the chair of the department concerned, and the Vice President for Academic Affairs (VPAA). A descriptive syllabus (including the method of evaluation) must be submitted with the petition.

#### *ADVICE AND COUNSELING IN THE MAJOR*

All students are assigned an academic advisor. Prior to the declaration of a major, a student is advised by her/his Cornerstone instructor and by a member of the faculty in a discipline related to the student's area of interest. Subsequent to declaring a major, the student and program coordinator of that major work together in planning a program. Selecting the proper courses in order to complete the desired degree is the responsibility of the student.

#### *MINORS*

Academic minors may be earned in most programs. A minor must include at least 12 semester hours, 6 of which must be in 3000-level or above courses. Some programs do not designate the courses required for the minor, but the courses selected must be approved by the coordinator of the program.

***MAJORS, MINORS, CONCENTRATIONS, AND PROGRAMS  
OFFERED AT LAGRANGE COLLEGE***

	Major/Concentration	Minor/Concentration	Program
Accountancy	X	X	
Aging Studies			X
Applied Finance		X	
Art and Design	X	X	
Art History		X	
Asian Studies		X	
Biology (B.A. or B.S.)	X	X	
Biochemistry (B.A. or B.S.)	X		
Business	X	X	
Business Essentials I			X
Chemistry (B.A. or B.S.)	X	X	
Church Leadership	X	X	
Church Music	X		
Coaching		X	
Composition and Music Technologies	X		
Computational Mathematics	X	X	
Criminology		X	
Digital Creative Media and Film	X		
Dual Language		X	
Education Studies	X		
Elementary Education	X		
English	X	X	
Entrepreneurship		X	
European Union Studies			X
Exercise Science	X		
French		X	
Gender Studies		X	
Gerontology		X	
History	X	X	
Interdisciplinary Studies	X		
International Business		X	
Latin American Studies		X	
Literature		X	
Marketing Design		X	
Mathematics (B.A. or B.S.)	X	X	
Military History		X	
Music (B.A. or B.M.)	X	X	
Music Education	X		
Musical Theater	X		
Nursing	X		
Nonprofit Leadership	X		
Organizational Leadership			X

Performance (B.M.)	X		
Philosophy		X	
Physical Education		X	
Physics		X	
Political Science	X	X	
Poverty Studies		X	
Psychological Science	X	X	
Public History		X	
Religion and Philosophy	X	X	
Servant Scholar		X	
Sociology	X		
Social/Behavioral Sciences		X	
Spanish	X	X	
Sports Management		X	
Sustainability		X	
TESOL	X	X	
Theatre Arts	X	X	
Writing		X	

### *INTERNSHIPS*

Offered by several major programs, these opportunities allow students to gain added applied experience and insight in approved off-campus settings. Internships (termed Shadowing in some disciplines) consist of a minimum of 120 hours (per 3 credits) of work. Assignments in addition to off-campus work may include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material. The internship should first be discussed with the student's advisor and the Career Development Center, which will provide placement. The application process is unique to each facility.

All students registering for an academic internship in an allied health field will be charged a \$25 fee to provide them comprehensive liability insurance coverage. This fee will be included as part of the student bill. Students cannot begin an internship and no credit hours will be issued until the fee is paid.

### *TEACHING FELLOWS PROGRAM*

The Teaching Fellows Program allows faculty members to offer highly-qualified students opportunities to learn by sharing in the instructional responsibilities for particular courses. Students enrolled in the courses will have the added benefit of additional academic support.

The Teaching Fellow is given a sphere of responsibility so that learning and teaching can be experienced as two aspects of the program. The student's role differs from that of teaching assistants utilized by many colleges and universities. Here the faculty sponsor is as involved as ever in all aspects of the course. Involvement of a student in teaching/learning participation in a particular course happens only if the faculty sponsor feels that definite benefit to both the student and the course will result.

The Teaching Fellows Program is voluntary with each faculty member determining which of his or her courses, if any, are appropriate for such individual studies in teaching/learning. The type of responsibilities and extent of involvement of the student will vary depending on the course and faculty sponsor. It may not be counted as a substitute for any of the undergraduate teacher education requirements.

Students may be approached by faculty members to serve as a Teaching Fellow or may initiate the process with approval from a sponsoring faculty member along with other required signatures. This experience should be reserved for those select few students who have demonstrated appropriate characteristics and academic excellence.

Students must be in good academic standing with a GPA of 3.5 or higher and have attained at least junior status to serve as Teaching Fellows. Additionally, students must have successfully completed the course for which they will be serving as a Teaching Fellow. Students may earn 0-3 semester hours of credit for this experience. The experience may be repeated; a new proposal must be submitted and approved for each experience. Evaluation will be awarded on a pass/no credit basis only.

A student enrolled as a Teaching Fellow will engage in activities to fulfill 40 hours of academic endeavors per hour of credit earned in and out of the classroom. Appropriate activities may include, but are not limited to, some combination of the following: setting up and/or assisting with teaching laboratories, assisting the faculty sponsor in assessing or revising a course, developing in-class activities and oral presentations, leading or facilitating class discussions, and preparing and delivering lectures. The following policies apply to teaching experiences:

- a. The Teaching Fellows Agreement form shall be prepared by the faculty sponsor and the candidate Teaching Fellow, outlining expectations for both the student and faculty sponsor. A detailed syllabus must be attached.
- b. This statement shall be signed by the student, faculty sponsor, department chair, Academic Council, and VPAA and held on file by the faculty sponsor. A copy will be given to the student to keep.
- c. Students earning this credit shall be designated "Teaching Fellows."
- d. Teaching Fellows' experiences shall be evaluated only as pass/no credit.
- e. Should the participation in the "Teaching Fellows" program cause the student's credit hour load to exceed 16 credit hours for the semester enrolled, the additional tuition cost will be waived for those hours in excess of 16.
- f. Teaching Fellows will not prepare exams or assignments and will not grade student work.
- g. Students who serve as Teaching Fellows and faculty members participating as mentors for the first time shall attend an orientation session to review the need for confidentiality, sign a confidentiality statement, and discuss other pertinent college policies.
- h. Faculty participation in the Teaching Fellows Program is voluntary and will not be considered as part of the faculty load.
- i. Each Teaching Fellow, sponsoring faculty member, and all students enrolled in the courses will evaluate the effectiveness of the program (separate from the evaluation of the teaching fellow by the sponsoring faculty) at the end of the semester, using the evaluation form developed specifically for the Teaching Fellows Program.

- j. A student shall be limited to earning no more than 6 semester hours of academic credit for serving as an assistant to faculty members. Currently these opportunities include TCHA 4001, 4010, 4492, and INTM 4010.
- k. Credit will be given only for teaching assistant experiences through the TCHA series of courses (TCHA 4010, Teaching Fellow; TCHA 4001, Cornerstone Teaching Assistant; TCHA 4492, On-Campus Tutoring Internship), and INTM 4010, Service Learning Teaching Assistantship.
- l. A review for Honor Code or Social Code violation is at the discretion of the VPAA or his/her designee.

## **ACADEMIC PROGRAM RESOURCES**

### **TUTORING CENTER**

The LaGrange College Tutoring Center serves LaGrange College students who could benefit from additional help in many general education courses through peer tutoring. The tutors have been nominated by professors in their respective disciplines, typically including: Accounting, Biology (including Anatomy and Physiology), General and Organic Chemistry, Mathematics, Physics, Problem Solving, Psychology, Spanish, Statistics, and in other languages and fields as the needs arise.

Located in the 24-hour study area on the main floor of the Lewis Library, the walk-in hours are Monday - Thursday 5-10 pm during the spring and fall semesters. If students are unable to meet during those times, they may instead schedule an appointment through the Tutoring Center website: <http://home.lagrange.edu/tutoring> or by e-mailing Dr. Stacey Ernstberger, the director of the Tutoring Center, at [tutoring@lagrange.edu](mailto:tutoring@lagrange.edu).

Students who would like to serve as peer tutors but are ineligible for work-study funding may enroll in TCHA 4492 (On-Campus Tutoring Internship) and thus earn one to three (1-3) semester hours of academic credit for their service. Note that these hours do not count toward any major or minor program. This course may be repeated for credit. Grading is on a "Pass/No credit" basis. Prerequisites: Recommendation from a full-time faculty member in the subject to be tutored and approval by the Director of the Writing and Tutoring Center.

### **WRITING CENTER**

Located in the third floor of the Lewis Library, the Writing Center gives writers of all levels, in all disciplines, at any stage of the writing process a space to explore the potential of their ideas. The peer consultants in the Writing Center endeavor to ensure each student's writing is focused, organized, and supported with sufficient content. Students are encouraged to visit with all of their writing from any class, specifically the early drafts.

Its hours are **Monday-Thursday 6-9 p.m. and by special appointment**. Students may schedule an appointment by contacting Dr. Justin Thurman, director of the LaGrange College Writing Center, at [jthurman@lagrange.edu](mailto:jthurman@lagrange.edu).

### **PACE – PANTHER ACADEMIC CENTER FOR EXCELLENCE**

Located on the 1<sup>st</sup> floor of the Callaway Academic Building, PACE offers a variety of collaborative academic support services aimed at promoting academic success, student retention,

and degree completion. PACE serves all LaGrange College's faculty and currently enrolled students, with the following initiatives:

Faculty Led Study Halls  
Academic Coaching  
Testing Center for Students Needing  
Accommodations

Cornerstone Activities  
Faculty Development Events

PACE is open Monday-Friday 8:00-5:00pm with some evening events as well. More information regarding services in PACE can be found by e-mailing [PACE@lagrange.edu](mailto:PACE@lagrange.edu).

#### **THE FRANK & LAURA LEWIS LIBRARY**

The library's resources support the curriculum and general information needs of students and faculty. Included are approximately 336,000 print and electronic books, an extensive reference collection, a large DVD and CD collection, and approximately 200 full-text databases for all academic disciplines. Notable electronic subscriptions include Education Source, Films on Demand, SPORTDiscus, JSTOR, Project Muse, the Archive of Americana, the Gale Virtual Reference Library, Newsbank, Science Direct, the London Times Digital Archives, LexisNexis, BizMiner Academic, PsycArticles, MathSciNet, ATLAS Religion Database, CINAHL, Credo, Access World News, STATISTA, and many more.

Each year the library staff receives high marks on the annual library survey by administrators, faculty, and students. They regularly provide both one-on-one and course-specific library instruction. The library staff is service oriented and ready to assist students and faculty.

#### ***ENDOWED LECTURESHIPS***

The Jennie Lee Epps Memorial Lectureship was revived in 1997 by a gift from Dr. Grace Hadaway Boswell '49 and her husband, Dr. R. Dean Boswell. Ms. Kate Howard Cross, professor of Latin, donated the originating gift for the Epps Lecture in memory of her friend and colleague, who was a professor of English for 28 years. The lecture is usually delivered toward the end of the Spring semester.

The Waights G. Henry, Jr., Endowed Lectureship was established by a gift from the Neighbors Fund, Inc. in memory of Dr. Henry, president and chancellor of LaGrange College for a period of 42 years. Income from the endowment is used to fund the Waights G. Henry, Jr., lecture. Each Fall at the Opening Convocation, the Arthur H. Thompson Lectureship sponsors an award-winning faculty member to address the college community. The endowment was established by Ms. Mary Will Thompson, Class of 1898, in memory of her husband, who served as chair of the Board of Trustees of the College. He expressed his philosophy in this statement: "The greatest thing in life is the simple faith of an honest man."

#### ***PRE-PROFESSIONAL PROGRAMS***

LaGrange College has a curriculum and environment that is well suited for preparation for further study in fields such as medicine and engineering. These programs include, but are not necessarily limited to, preparation for the following areas:

#### ***PRE-HEALTH PROFESSIONS ADVISING***

For the pre-health professions (Dentistry, Medicine, Physician Assistant, Pharmacy, Physical Therapy, and Veterinary Medicine), the advising team is chaired by Dr. Melinda Pomeroy-Black and is composed of Dr. Nickie Cauthen and Dr. Melinda Pomeroy-Black. Students who are interested in one of these professions should consult with Dr. Pomeroy-Black for assignment to one of the team members.

### *PRE-DENTISTRY*

Students should consult frequently with Dr. Pomeroy-Black in addition to their primary advisors for their majors. The pre-dental student should select a major as early as possible and work toward the B.S. degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he or she plans to apply, especially as it applies to upper-level Biology courses. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

- a minimum GPA of 2.8, with a “C” or better in all courses. The average GPA is 3.5-3.6.
- a minimum score of 17 on the Dental Admissions Test (DAT) no later than September 30 preceding the year of entry.
- the following courses:

English	6 semester hours
Principles of Biology with Lab	8 semester hours
Physics with Lab	4-8 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	8 semester hours
Biochemistry	4 semester hours
- a substantial (100-300) amount of shadowing hours

### *PRE-MEDICINE (M.D.)*

Students should consult early and frequently with Dr. Cauthen in addition to their primary advisors for their majors. The pre-medicine student should select a major as soon as possible and seek the B.S. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should be familiar with the requirements of the several medical schools to which he or she plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

Principles of Biology with Lab	8 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	8 semester hours
Physics	8 semester hours

Every applicant must take the Medical College Admission Test (MCAT). The MCAT also includes topics in psychological science, sociology, and biochemistry; thus, PSYC 1101, SOCI 1101, and at least one semester of biochemistry (CHEM 4421/L) are also recommended courses. It is preferable that applicants take the MCAT in the spring or early summer preceding the submission of his or her application to medical school, but no later than the early fall of that year. Students should take General Chemistry (CHEM 1101-1102) as a first- or second-year student to

be on track for the MCAT exam. BIOL 1107-1108 with labs is also suggested for first- or second-year students. Either General Chemistry or Principles of Biology should be taken in the first year in order to stay on track for timely graduation and application to medical school. Medical schools also expect experience in the field of medicine. Students should keep records of dates, duration, and types of experience when participating in shadowing or volunteer or paid work in a hospital, doctor's office, or other medical facility. Consult your advisor and the Career Center for help setting up a shadowing experience.

#### *PRE-PHYSICIAN ASSISTANT (P.A.)*

Students should consult early and frequently with Dr. Cauthen in addition to their primary advisors for their majors. The pre-PA student should select a major as soon as possible and seek the B.S. degree. PA programs require completion of a baccalaureate degree.

The student should be familiar with the requirements of the several PA programs to which he or she plans to apply. Dr. Cauthen has a table of requirements for PA schools in Georgia that is available upon request. Requirements vary significantly in the various PA programs, but the common requirements of most PA programs are:

Biology with Lab	8 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	4 semester hours
Human Anatomy and Physiology	8 semester hours
Microbiology	4 semester hours

Every applicant must take the Graduate Record Examination (GRE), preferably 4 to 6 months preceding the submission of his or her application to PA programs. Students should take General Chemistry (CHEM 1101-1102) and Principles of Biology (BIOL 1107 and 1108 with lab) as a first- or second-year student. Either General Chemistry or Principles of General Biology should be taken in the first-year to stay on track for timely graduation. PA programs also expect extensive direct/hands-on patient care experience (not shadowing). Students should begin acquiring this experience early and keep records of dates, duration and types of experience for their applications. Consult your advisor for suggestions on how to gain this type of experience.

#### *PRE-PHARMACY ADVISING*

There are several pre-requisites for a pharmacy school, some of which are not within a science major. Therefore, it is especially important that the pre-pharmacy student should select a major as soon as possible and seek the B.S. degree. Students should consult early and frequently with Dr. Pomeroy-Black in addition to their primary advisors for their majors. While the admission requirements will vary between schools, the minimum requirements set by most schools of pharmacy are:

- a minimum GPA of 2.5-3.0, with a "C" or better in all courses. The average GPA is 3.4-3.5.
- minimum PCAT percentile score of 50%.
- work experience as a pharmacy technician.
- Ethos courses with a global and/or cultural diversity focus, where applicable.
- Completion of the following courses:

English	6 semester hours
Principles of Biology with lab	8 semester hours

Advanced Biological Science*	12 semester hours
Physics	4 semester hours
Biochemistry	3 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	8 semester hours
Math**	6 semester hours
Economics	3 semester hours

\*Including Anatomy and Physiology I and II and Microbiology

\*\*Including MATH 1114 and 2221

Students should take the PCAT (Pharmacy College Admissions Test) as early as practical. Early admission applications are encouraged.

### *PRE-PHYSICAL THERAPY*

Physical therapists hold a Doctor of Physical Therapy (DPT) degree. These programs require a baccalaureate degree as well as completion of the pre-physical therapy pre-requisite courses.

The pre-requisite courses vary from school to school; you should select your courses after consulting the requirements for your schools of interest and speaking with your advisor. Typical prerequisite courses include chemistry, physics, anatomy and physiology, Principles of Biology, other biology or exercise science courses, statistics, psychological science, and sociology. Dr. Cauthen has a table of requirements for PT schools in Georgia that is available upon request. Most schools look for experience working with or observing a certified physical therapist in various settings. Students should keep records of dates and duration of such experience. Consult your advisor and the Career Center for help setting up a shadowing experience.

### *PRE-VETERINARY MEDICINE*

Students should consult early and frequently with Dr. Pomeroy-Black in addition to their primary advisors for their majors. The pre-veterinary student should select a major as early as possible and work toward the B.S. degree.

The pre-veterinary student should be familiar with the specific requirements of the school to which he or she plans to apply as they vary between schools. The minimum requirements set by most veterinary medicine schools are as follows:

- A minimum GPA of 3.0. All courses should be completed with a grade of C or better. The average GPA is 3.4-3.5.
- animal/veterinary experience (large and/or small). Required hours range from 250-400 hours.
- Completion of the following courses:

English	6 semester hours
Principles of Biology with Lab	8 semester hours
Advanced Biological Science	8-12 semester hours
Physics	8 semester hours
Biochemistry	3 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	8 semester hours

Students should take the Graduate Record Examination (GRE) no later than the September or December of the year preceding the year of desired entry, depending on the schools to which the student applies. The results should be received by a school by anywhere from October 1 to January 15. It should be noted that some schools also require GRE Subject Tests, such as the Biology and Analytical Writing Subject Tests.

### *DUAL-DEGREE ENGINEERING*

LaGrange College has an engineering preparation program designed to provide a broad liberal arts background while preparing the student for a professional engineering program. Dual-Degree Engineering Programs have been established with Georgia Institute of Technology (GA Tech) and Auburn University. A student accepted in the Dual-Degree program will attend LaGrange College for approximately three (3) years (90 semester hours if entering under this *Bulletin*) while he/she completes the general education requirements and the engineering preparatory courses listed at the end of this section. After satisfactorily completing these studies at LaGrange College, the student will then attend the engineering institution (GA Tech or Auburn) and complete a major in engineering, a process that generally takes two to three (2 to 3) additional years. After completion of the degree requirements for both institutions, the student will receive an engineering degree in the selected engineering discipline from the engineering institution and a Bachelor of Arts degree from LaGrange College.

All students considering the Dual-Degree Engineering Program should contact the program coordinator, Dr. Kevin Ludwick, prior to registration. Students must complete all components of the Ethos Curriculum, including the College's exit assessment exam, Cultural Enrichment requirements (modified to 30 CE events), and interim course requirements before transferring to the engineering institution.

### *REQUIREMENT FOR DECLARING THE PRE-ENGINEERING TRACK*

To declare a Pre-Engineering track, a student must have completed MATH 1221 and MATH 2221 with a GPA of 2.75 or higher before beginning his/her second (2nd) year.

### *COURSE REQUIREMENTS*

Dual-Degree Engineering students must satisfactorily complete all of the following courses before attending the engineering institution:

- Calculus I, II and III (MATH 2221, 2222, 2223)
- Differential Equations (MATH 2224)
- Linear Algebra (required for GA Tech, MATH 3335)
- Programming in MATLAB for the Sciences (required for GA Tech, MATH2241)
- General Chemistry I and II (CHEM1101-1102 and CHEM 1101L-1102L)
- General Physics I and II (PHYS2121-2122 and PHYS 2121L-2122L)

Please note that calculus-based physics (General Physics, PHYS 2121-2122) is required. Students must begin the study of calculus as early as possible in order to be prepared for the physics sequence.

For 2019, the GA Tech Dual-Degree Program requires a minimum GPA of 3.0 separately for

English courses, mathematics courses, and lab science courses in order to be accepted for transfer. GA Tech also maintains GPA requirements that vary from 3.0-3.3 depending on the intended engineering major. This range applies to both overall GPA and math-lab science GPA. Students should check the GA Tech website for current requirements under the Dual-Degree Engineering program.

For both GA Tech and Auburn, a D or F in a course listed above is not acceptable, and if a course is taken more than once, only the grade earned the first time counts in transfer.

### *PRE-JOURNALISM AND COMMUNICATIONS*

Many students believe that in order to prepare for a career in journalism, they must earn an undergraduate degree in either journalism or communications. This simply is not true. Most publications and graduate professional programs do not require applicants to hold a bachelor's degree in those disciplines. What these employers and programs do insist upon is that their applicants hold a **liberal arts degree** that promotes their abilities to think, read, and write critically. Students at LaGrange College can prepare themselves for a career in journalism or communications (or for graduate studies in those fields) by

- 1) majoring in a humanities/social science discipline such as English, political science, or history  
and/or
- 2) completing an English minor with a writing concentration; or
- 3) designing an interdisciplinary major that blends courses from disciplines pertinent to journalism and communications (see "Interdisciplinary Major").

First-year students who are interested in journalism and communications should consider enrolling in ENGL 1101J and ENGL 1102J for their required first-year writing courses. These sections will focus on writing for, editing, and publishing LaGrange College's student newspaper, *The Hilltop News*. In addition, students in these sections will explore exemplary feature writing and submit articles for publication.

Students should also become actively involved in one or more of the following student publications:

*The Hilltop News* (our campus newspaper)

*The Scroll* (our fine arts magazine)

*Citations* (our scholarly journal of undergraduate research)

### *PRE-LAW*

Students considering law school should consult with the Pre-Law advisor, beginning in their first year and should meet regularly with other students interested in pre-law at announced meetings of the Pre-Law Advising Committee during the school year. Students entering law school come from varied undergraduate backgrounds. It is not possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in political science, history, and English, as well as some elective preparation in either economics, business, sociology, psychological science, and or mathematics. For further information, please contact the pre-law advisor,

Professor Jeff Lukken at [jlukken@lagrange.edu](mailto:jlukken@lagrange.edu), x8021.

*PRE-SEMINARY*

The Church Leadership Concentration of the Religion program is designed to prepare students for future careers in church service. Many of our graduates take positions in Christian Education or Youth Ministry directly after graduation. Others enroll in seminaries as a preparation for ordained ministry.

LaGrange College is one of only nine (9) colleges in the nation that are authorized by the United Methodist Church to offer certification programs in Youth Ministry and Christian Education. United Methodist students who complete our Church Leadership program fulfill all of the educational requirements needed for professional certification in these fields.

## **ACADEMIC DEPARTMENTS, PROGRAMS, AND COURSES**

### **BUSINESS AND NON-PROFIT STUDIES:**

Lydia Rosencrants (Accountancy), Chair

### **EDUCATION:**

Margaretta Milam, Chair

### **FINE AND PERFORMING ARTS:**

Marcia Brown (Art and Design), Chair

Toni Anderson, Program Coordinator, Music

Kim Barber Knoll, Program Coordinator, Theatre Arts

### **HISTORY AND THE SOCIAL SCIENCES:**

Kevin Shirley (History), Chair

Bobby Jo Otto, Program Coordinator, Sociology and Anthropology

John Tures, Program Coordinator, Political Science

### **HUMANITIES:**

Laine Scott (English), Chair

David Ahearn, Program Coordinator, Religion and Philosophy

Amanda Plumlee, Program Coordinator, Modern Languages

### **MATHEMATICS:**

Greg McClanahan (Mathematics), Chair

### **NURSING:**

Sarah Holden, Interim Chair

### **SCIENCES:**

Nickie Cauthen (Biology), Chair

Christi Hu, Program Coordinator, Psychological Science

Amber Leiker, Program Coordinator, Exercise Science and Health Education

Bill McCoy, Program Coordinator, Chemistry and Physics

## ***COURSE NUMBERING SYSTEM AND ABBREVIATIONS***

The projected schedule of course numbering will be followed insofar as possible but is subject to change. The number in parentheses following the course title indicates the number of semester hours credit for the course.

- Courses beginning with 1 are intended primarily for first-year students and sophomores. These courses are introductory in nature and assume little or no college-level experience with the subject matter. These courses may also be introductory courses in general education.
- Courses beginning with 2 are intended primarily for sophomores. These courses are also introductory in nature and meant to broaden the student's experience. Many courses at this level contribute to the general education program.
- Courses beginning with 3 are intended primarily for juniors and seniors. In general, these courses are designed primarily for students pursuing a major or minor in the discipline. They assume completion of introductory coursework. Certain courses at this level contribute to the general education program.
- Courses beginning with 4 are intended primarily for seniors. In general, these courses are designed primarily for students pursuing a major or minor in the discipline. They assume completion of introductory coursework.
- Courses beginning with 5 or 6 are intended primarily for Master's-level students.
- Courses beginning with 7 are intended primarily for Education Specialists students.

## ***PROGRAM ABBREVIATIONS***

Accountancy	ACCT
Art and Design	ARTD
Biology	BIOL
Biochemistry	BIOC
Chemistry	CHEM
Core Curriculum (interdisciplinary)	CORE
Digital Creative Media and Film	DCMF
Economics	ECON
Education	EDUC
English	ENGL
Exercise Science	EXCS
Finance	FNCE
French	FREN
Gender Studies	GNDR
German	GERM
Health and Physical Education	EXCS
History	HIST
Interim	INTM
Interdisciplinary Studies	INDV
Japanese Studies	JAPN
Korean	KORN
Languages	LANG
Latin American Studies	LAST
Library Science	LIBR

Management	MGMT
Marketing	MRKT
Mathematics	MATH
Music	MUSI
Musical Theatre	MUTH
Nursing	NURS
Organizational Leadership	ORGL
Philosophy	PHIL
Physical Education	PEDU
Physics	PHYS
Political Science	POLS
Psychology	PSYC
Religion	RLGN
Servant Scholar Program	SERV
Sociology	SOCI
Spanish	SPAN
Teaching Fellows	TCHA
Teaching English as a Second Language	TESL
Theatre Arts	THEA

## **ART AND DESIGN**

### ***MISSION***

The faculty in Art and Design at LaGrange College are committed to education in the visual arts within the stimulating environment of the College's art museum, galleries and studios. We believe that the visual arts are necessary to the growth and well-being of society. We teach that excellence in life includes an appreciation of the arts and an ability to make aesthetic judgments by providing a technical education in a nurturing environment.

We are a dedicated faculty of practicing artists and art historians who foster learning in a liberal arts tradition that challenges our students to bring form to their evolving creative, written and oral abilities.

### ***PROGRAM OBJECTIVES***

The program of Art and Design

- provides opportunities college-wide for all students to develop an appreciation of and critically engage in the visual arts through offerings in art history and studio arts;
- provides a strong visual arts curriculum in both studio and art history/museum studies for majors;
- provides opportunities for student research and internships;
- provides an active program of exhibitions and speakers at the museum and gallery in the Lamar Dodd Art Center that exposes students and the community to a diverse range of the visual arts.

### ***STUDENT LEARNING OUTCOMES***

Upon completion of a degree in Art and Design, the student should:

- demonstrate growth in creativity, self-expression, and technical skills through the realization of a body of work (studio concentration students);
- demonstrate a broad familiarity with the major trends in art history;
- demonstrate the ability to communicate knowledge of the visual arts, both orally and in writing.

### ***ASSESSMENT OF LEARNING OUTCOMES***

Sophomore Review—All studio faculty will evaluate sophomore portfolios according to a standard rubric. Evaluation will include an assessment of students' oral skills based on statements and critiques as well as an evaluation of creativity, self-expression and technical skills (studio concentration students).

Senior Exit Review—All studio faculty will evaluate senior exhibitions according to a rubric containing course objectives. Evaluation will include an assessment of students' writing and oral skills based on statements and critiques as well as demonstrating growth in creativity, self-expression, and technical skills (studio concentration students).

Participation in the Art History Forum or other presentation of research (art history and museum studies concentration students).

Completion of a pre-test and post-test in Art History Survey courses.

### *AWARDS*

Art and Design presents several awards annually during the Honors Day program. Many are purchase awards that allow the college to acquire works of art by the award recipients. The faculty of Art and Design present these awards to students for superior performance and a proven commitment to their craft.

IN ADDITION TO COMPLETING THE ETHOS CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN ART AND DESIGN MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

### *CONCENTRATIONS*

Art and Design offers major concentrations in animation, ceramics/sculpture, drawing/painting, graphic design, photography, art history, and in art history/museum studies. The courses required of the concentration are specific and scheduling should be determined in consultation with an art faculty advisor. A student may choose a studio concentration in more than one (1) area.

### *REQUIREMENTS FOR A STUDIO CONCENTRATION MAJOR IN ART AND DESIGN:*

- 1 hr. Art Foundations Seminar ARTD 1100
- 9 hrs. Art History – ARTD 1109, 1110, and 1111 (or an Art History elective)
- 9 hrs. Foundation Core – ARTD 1151, 1152, 1153  
These courses should be taken during the first-year/sophomore year
- 12 hrs. Introductory Studio Courses: One (1) course from each of the following studio disciplines:

- Painting or Drawing
- Graphic Design or Printmaking
- Photography
- Ceramics or Sculpture

- 1 hr. Professional Practices Seminar ARTD 3283
- 9 hrs. Major Concentration – Three (3) additional courses in one of the above disciplines (four [4] for animation concentration)
- 3 hrs. Studio Concentration (minimum; animation concentration will require 2 senior level animation courses)
- 44 Total hours required (50 for animation concentration)

*REQUIREMENTS FOR A CONCENTRATION IN ART HISTORY:*

- 1 hr. Art Foundations Seminar ARTD 1100
- 6 hrs. Art History Survey I and II – ARTD 1109, 1110
- 21 hrs. Art History courses – ARTD 1111, 3101, 3102, 3103, 3105, 3106, 3107, 3108  
The Art of Greece and Rome, Art of the Renaissance, Art of the Baroque, Art of the Nineteenth Century in Europe and America, Modern and Contemporary Art, Art of the Non-Western World, Museum Studies I, Museum Studies II.
- 1 hr. Professional Practices Seminar ARTD 3283
- 3 hrs. Studio Courses
- 3 hrs. Internship or Independent Study in Art History
- 3 hrs. Senior Seminar – ARTD 4353—A course in which senior art history and museum studies students work on research and writing skills. They also prepare a résumé and focus on applying for graduate school.
- 38 Total hours required

*REQUIREMENTS FOR A CONCENTRATION IN ART HISTORY/MUSEUM STUDIES:*

- 1 hr. Art Foundations Seminar ARTD 1100
- 6 hrs. Art History Survey I and II – ARTD 1109, 1110
- 18 hrs. Art History electives – ARTD 1111, 3103, 3105, 3106, 3107, 3108  
The Art of Greece and Rome, Art of the Renaissance, Art of the Seventeenth and Eighteenth Centuries in Europe and America, Art of the Nineteenth Century in Europe and America, Modern and Contemporary Art, Art of the Non-Western World.
- 1 hr. Professional Practices Seminar ARTD 3283
- 3 hrs. Studio Courses
- 6 hrs. Museum Studies I and II – ARTD 3101, 3102
- 3 hrs. Internship
- 3 hrs. Senior Seminar – ARTD 4353—A course in which senior art history and museum studies students work on research and writing skills. They also prepare a résumé and focus on applying for graduate school.
- 41 Total hours required

**MINORS**

**Art and Design (Studio Art):** This minor consists of 18 semester hours, six of which must be in 3000 level or above courses. The student must select at least one course in art history, at least one course at the 1000 level, and four other courses selected in consultation with the minor advisor. The courses selected must be approved by the coordinator of the program.

**Art History/Museum Studies:** This minor consists of 18 semester hours: ARTD 1109, ARTD 1110, and four additional courses selected in consultation with the minor advisor. Note that six of the 18 hours must be in 3000 level or above courses. The courses selected must be approved by the coordinator of the program.

**Minor in Marketing Design:** The minor in Marketing Design is available to students majoring in any area. Students will enhance their skills in technology, communication and business with this interdisciplinary minor from the Departments of Art and Design and Business. A minor in

Marketing Design consists of the following 18 semester hours of coursework:

- ARTD 2201
- ARTD 2222
- ARTD 3222
- MRKT 4480
- MRKT 3380
- MRKT 4435

### **Path to Art Therapy**

Art therapy is a career that uses art, the creative process, and resulting artwork to explore a variety of psychological and emotional issues. Students wanting to pursue this path should major in Art and Design in order to complete the number of student credit hours required of most graduate programs. Then they should either minor in Psychological science or pursue a double major. Regardless, students interested in this path should take the following courses: PSYC 1101, PSYC 3302, PSYC 3358, PSYC 3350, and PSYC 4460. It would be helpful to also take PSYC 2298 and PSYC 2299, as the graduate program will have research requirements.

### *COURSE DESCRIPTIONS (ARTD)*

\* Denotes ARTD courses that satisfy PGII: Artistic Expression in the Ethos curriculum

† Denotes ARTD courses that count toward PGII: World Civilizations and Humanities in the Ethos curriculum

#### **ARTD 1100 Art Foundations Seminar. (1) Fall, Freshman year**

Foundations Art Seminar is a forum that introduces aspects of the field of visual arts. Students will be exposed to a wide range of ideas and artistic opportunities. The seminar may include the following: presentations, gallery talks, lectures/ demonstrations by guest artists, field trips to local museums and galleries, and curricular topics.

#### **† ARTD 1109 Art History Survey I. (3) Fall**

This course surveys the history of Western art and architecture from the Paleolithic period through the Gothic era.

#### **† ARTD 1110 Art History Survey II. (3) Spring**

This course surveys the history of Western art and architecture from the Early Renaissance to the beginning of the 20<sup>th</sup> century.

#### **† ARTD 1111 Modern and Contemporary Art History. (3) Spring**

This course surveys the development of Western art from mid-19<sup>th</sup> century through the early 21<sup>st</sup> century.

#### **\*ARTD 1151 Drawing I. (3) Fall and Spring**

A course in the fundamentals of perceptual drawing or drawing from observation. Topics include shading, line, perspective and composition.

**\*ARTD 1152 2-D Design. (3) Spring**

A study of the basic design elements and principles. Emphasis will be on creative problem solving and development of unified designs. A study of color theory and relationships is included.

**\*ARTD 1153 3-D Design. (3) Fall**

This course is an introduction to making objects occupying a three-dimensional space. Students will become proficient with the terminology, methodology, tools, and techniques, used in art making. Various materials will be introduced and used to construct forms, which will function both aesthetically and structurally. Craftsmanship, creative thought, and the transformation of ideas into form will be emphasized.

**ARTD 2201 Graphic Design Fundamentals. (3) Fall**

An introduction to the fundamentals of graphic design, emphasizing typography and layout.

**ARTD 2211 Drawing II: Life Drawing. (3) Spring**

A course in the study of human anatomy and the expressive potential of the human form. Using a variety of drawing media, students will draw from the model, both nude and clothed, and from the skeleton.

*Prerequisite:* ARTD 1151 (Basic Drawing) or permission of instructor

**ARTD 2222 Graphic Design Logos and Concepts. (3) Spring**

A course exploring the development of graphic ideas through projects in advertising, layout, corporate identity, and magazine and poster design. Students will be exposed to basic concepts of logo design. In addition, they will study working with printers, fonts and file formats.

**\*ARTD 2223 Basic Photography. (3) Fall**

An introductory course in photography in which both silver (film and paper) and digital (pixel and pigment) based materials are used. The course begins with the mechanics of the camera, exposure of film and digital file, darkroom procedures of film, and printing processes from the negative as well as pigment printing and manipulation from digital files. Students are required to have a digital camera with manual control of focus, f-stops and shutter speeds. Cameras for film processing will be provided. Film, photographic and pigment print paper, and presentation materials are the responsibility of the student.

**ARTD 2224 Documentary Photography. (3) Spring**

A course in documentary photography in which the student is assigned projects to illustrate narrative issues relevant to contemporary social concerns utilizing both silver and digital-based materials. An introduction to the history of documentary photography and the study of the stylistic techniques of contemporary photojournalism will also be included.

*No prerequisite*

**\*ARTD 2227 Ceramics—Methods and Materials. (3) Fall**

This course is an introduction to ceramic methods and techniques. Students will explore different hand-building and wheel throwing techniques used to create both vessels and sculpture. This will

include using the potter's wheel, coils, slabs, and mold-making to create form. Students will be introduced to the materials' technical properties, glazing, decorating, and firing methods.

**\*ARTD 2229 Ceramics–Wheelthrowing. (3) Spring**

This course is an introduction to basic wheelthrowing techniques. Students will learn the basic mechanics of wheelthrowing to create a variety of functional pottery forms such as mugs, bowls, bottles, and jars. An emphasis is placed on the technical properties of clay, decorating, glazing, and firing methods.

**ARTD 2271 Painting I. (3) Fall and Spring**

An introduction to painting with acrylics or oils. Projects will explore the fundamentals of composition and modeling with color and light, as well as an introduction to abstraction.

*Prerequisite:* ARTD 1151 (Drawing I)

**\*ARTD 2272 Sculpture I. (3) Spring**

This course is an introduction to the making of three-dimensional sculptural objects. Students will become proficient with a variety of materials, terminology, methodology, tools, and techniques, used in art making. Projects in this course will address both traditional and contemporary approaches to making sculpture, such as figure modeling, carving, assemblage, and narrative imagery.

**\*ARTD 2273 Printmaking I. (3) Fall**

A course in the basics of intaglio and relief printmaking techniques, exposure to selected print and book arts media, and the development of creative imagery.

**ARTD 2281 Animation I. (3) Fall**

In this exercise-based course the student will develop the skills to create compelling animation through traditional techniques within a digital format. Special emphasis will be placed on familiarity and execution of the 12 Basic Principles of Animation. Students will be introduced to various forms of animation, the history of the art form, the industry, and the language of animation and film.

**ARTD 2282 Animation II. (3) Spring**

In this exercise-based course the student will build upon skills and concepts from Animation I to strengthen their mastery of the art of animation.

*Prerequisite:* ARTD 2281 (Animation I)

**ARTD 3101 Museum Studies I. (3) Fall**

In addition to textbook study, students are actively engaged in museum activities: cataloguing collections, organizing exhibitions, and serving as docents. Students visit area museums not only to view their collections and special exhibitions, but also to learn from museum personnel about the functioning of a museum.

**ARTD 3102 Museum Studies II. (3) Spring**

This course traces the history of museums, discusses contemporary practice in museums, and examines current issues in museology. It explores the museum's mission and its role in society

through case studies and exhibitions in a variety of museums: art, living history, history, children's, and ethnographic.

*No Prerequisite*

**ARTD 3103 The Art of Greece and Rome. (3) Spring**

This course focuses on the art of Greece and Rome, emphasizing the historical and cultural context of the works studied.

*Prerequisite:* ARTD 1109 or consent of the instructor

**ARTD 3105 Art of the Renaissance. (3) Fall**

This course focuses on the painting, sculpture, and architecture of the Renaissance, considering works in their historical and cultural context.

*Prerequisite:* ARTD 1110 or consent of the instructor

**ARTD 3106 Art of the Baroque. (3) Spring**

This course examines works of painting, sculpture, and architecture created in Western Europe and in the United States during the seventeenth and eighteenth centuries and explores the cultural and historical circumstances of their creation.

*Prerequisite:* ARTD 1110 or consent of the instructor

**ARTD 3107 Art of the Nineteenth Century in Europe and America.(3) Fall**

This course focuses on the painting, sculpture, photography, and graphics of the nineteenth century in Europe and America.

*Prerequisite:* ARTD 1110 or consent of the instructor

**ARTD 3108 Art of the Non-Western World. (3) Spring**

This course treats the art of non-western cultures: South and Southeast Asia, China, Japan, Korea, Pre-Columbian America, Africa, and Oceania.

*Prerequisite:* ARTD 1109 or ARTD 1110 or consent of the instructor

**ARTD 3222 Digital Imaging. (3) Fall**

A course dealing with the art of computer technology, with emphasis on photographic image manipulation. Emphasis will be placed on developing creative personal imagery. Access to a digital camera is necessary.

**ARTD 3281 Digital Ink and Paint. (3) Fall**

The student will carry out exercises and develop a final project using Adobe Flash as a traditional animation coloring and animation system. Industry standards will be emphasized.

*Prerequisites:* ARTD 2281

**ARTD 3282 Stop Motion Animation. (3) Spring**

The student will study different forms, methods and techniques of Stop Motion animation while learning to design, build and animate armature-based Stop Motion models.

**ARTD 3283 Professional Practices Seminar. (1) Fall, Junior year**

This course is a forum exploring professional and career issues in the field of Visual Arts. The seminar may include the following: development of career-oriented documents, student presentations, gallery talks, lectures/demonstrations by guest artists and field trips to area museums and galleries.

**ARTD 3301 Advanced Graphic Design. (3) Spring**

This course explores advanced design principles in such areas as web design, applied surface design, and advanced topics in typography and layout. The course is designed to assist students in developing a portfolio of their work.

*Prerequisites:* ARTD 2201, ARTD 2222, preferably ARTD 3222

**ARTD 3311 Drawing III. (3) Spring**

Advanced work with the figure in projects exploring composition and subjective expression.

*Prerequisite:* ARTD 2211

**ARTD 3323 Advanced Photography I. (3) Fall**

Advanced work in image manipulation in which creative photographic techniques are employed using both silver and digital/pigment-based materials. Emphasis will be placed on expressive and technical elements that go into the making of a personal vision. Students may work digitally or with film using a variety of formats.

*Prerequisite:* ARTD 2223

**ARTD 3324 Advanced Photography II. (3) Spring**

Independent work in photographic concepts dealing with the student's interest in documentary, commercial, or expressive photography using either silver or digital media. A portfolio of twenty to thirty prints with a cohesive theme is required at the end of the semester.

*Prerequisite:* ARTD 2224

**ARTD 3327 Ceramic Concepts. (3) Fall**

This course emphasizes ceramic design using hand building and/or wheelthrowing techniques. Projects will be flexible in their construction method in order to accommodate different ability levels and interests. These projects will explore different concepts and ideas in ceramics such as projects with commercial potential, functionality, narrative, and design. This course will place an emphasis on glazing, decoration, and firing methods.

*Prerequisite:* ARTD 2227 or ARTD 2229 or consent of instructor

**ARTD 3329 Ceramics: Surface and Design. (3) Spring**

This course is designed to allow the student to explore design, construction, and firing methods covered in previous ceramic classes. Further emphasis is placed on the relationship between form and surface. A variety of glaze and surface decoration techniques will be explored.

*Prerequisites:* ARTD 2227 or ARTD 2229 or consent of instructor

**ARTD 3341 Internship. (3-9) Fall, Interim, Spring**

A supervised experience in an off-campus professional environment such as a photography studio, a surface or graphic design studio, or a museum or gallery administrative office.

*Prerequisite:* consent of the instructor

**ARTD 3372 Sculpture Methods II. (3) Spring**

This course is designed to allow the student to independently explore ideas, methods, and techniques covered in previous sculpture classes.

*Prerequisite:* ARTD 2272 or consent of the instructor

**ARTD 3373 Printmaking II. (3) Fall**

A continuation of ARTD 2273, including advanced exploration of color prints and other selected print and book arts media.

*Prerequisite:* ARTD 2273

**ARTD 3375 Painting II. (3) Fall and Spring**

A further exploration of either oils or acrylics. Students develop a series of paintings that explore specific imagery, materials, or techniques.

*Prerequisite:* ARTD 2271

**ARTD 3380 Special Topics. (3) On demand**

A special topics course designed to provide students with exposure to topics in either studio work or art history/museum studies not covered in the regular course offerings.

*Prerequisite:* Consent of instructor

**ARTD 4281 Animation Project I. (3-6) Fall**

Senior level students will begin work on their final animation project. This course emphasizes thorough pre-production methods that will direct the final animation while also serving as possible portfolio pieces such as scripts, previzualization art, storyboards, model and set design art.

*Prerequisites:* ARTD 3281, ARTD 3282

**ARTD 4282 Animation Project II. (3-6) Spring**

Senior level students will continue production on their final animation project that began in Animation Project I. Emphasis will be placed on construction of model and set (if Stop Motion animation), digital ink and paint (if Flash-based animation), quality animation and developing and adhering to a production schedule.

*Prerequisite:* ARTD 4281

**ARTD 4351 – 4352 Studio Concentration. (3-6) Fall and Spring**

This is an advanced intensive course in which art students bring into focus their studio interest and produce a body of work in one or two disciplines leading towards their exit exhibition their last semester. The course may include discussion and readings in contemporary art theory and criticism, field trips to museums and galleries, and the creation of a personal artist's statement and curriculum vitae. Students will be expected to produce a portfolio of their work that could be used to apply for a job application and for graduate study. This course requires that the student receive permission from the studio professor/professors in whose areas they plan to concentrate. This course may be repeated for credit, and a student may receive a maximum of 12 credit hours.

*Prerequisite:* Consent of instructor/ instructors

**ARTD 4353 Art History Concentration. (3) Spring**

This course is designed to hone students' research skills, to help them apply for internships and graduate school, and to enhance their knowledge of art historical theory and traditions. Because the course is designed to meet the specific needs of each student, the approach will vary slightly each year.

*Prerequisite:* Consent of instructor/ instructors

**ARTD 4495 Independent Studies. (3) On demand**

*Prerequisite:* consent of instructor

**\* Denotes ARTD courses that satisfy PGII: Artistic Expression in the Ethos curriculum**

**† Denotes ARTD courses that count toward PGII: World Civilizations and Humanities in the Ethos curriculum**

## **ASIAN STUDIES MINOR**

### ***PROGRAM INTRODUCTION***

Whether considering the dynamics of the global economy or the contours of local communities, familiarity with the languages, histories, and cultures of East Asia is essential to understanding the increasingly interconnected world in which we live. The interdisciplinary knowledge and skills students obtain in the Asian Studies minor serve as a foundation for travel, study, or work in East Asia as well as for employment with companies in the United States that do business in East Asia or for further study at the graduate level. Opportunities for graduates with an Asian Studies minor include work in the fields of business, government, health care, journalism, social work, and law.

### ***MISSION STATEMENT***

The Asian Studies minor is an interdisciplinary program that provides students with the opportunities to develop a basic facility in Korean or Japanese language and an understanding of the histories, cultures, religions, politics, and economies of East Asia.

### ***PROGRAM OBJECTIVES***

The Asian Studies minor is organized around three objectives. The first is to provide students with the opportunity to develop basic conversational ability and familiarity with the writing systems of either Korean or Japanese through a minimum of one year (six hours) of Korean or Japanese language study at LaGrange College. The second is to enable students to gain a grounding in and familiarity with the general dynamics of East Asian histories and cultures through the required courses HIST 2380 Introduction to the History of East Asia and RLGN 1104 Dialogue with World Faith Traditions. The third is to provide students the space to develop further Asian Studies expertise in areas of individual interest through at least six hours of elective courses in Art and Design, Business, History, Japanese language, Korean language, Political Science, or Religion.

### ***PROGRAM OBJECTIVES ASSESSMENT***

The assessment of program objectives are evidenced by the required and elective courses offered each semester by the respective programs.

### ***STUDENT LEARNING OBJECTIVES***

Students completing the Asian Studies minor will be able to 1) demonstrate basic conversational and reading ability in Korean or Japanese 2) describe and analyze the dynamics of the histories and cultures of East Asia and 3) show further Asian Studies expertise in areas of individual student interest.

### ***STUDENT LEARNING ASSESSMENT***

Student learning objectives are assessed through the written assignments, oral presentations, and written and oral exams completed in required and elective courses in the minor. Successful attainment of student learning objectives shall be understood to be a minimum grade of C in all courses counting toward the satisfaction of minor requirements.

### *PROGRAM REQUIREMENTS*

Students in Asian Studies must complete a total of 18 credit hours. All minors must complete HIST 2380 and RLGN 1104. Students must choose either a Korea concentration or a Japan concentration. Those with a Korea concentration must complete a minimum of one year (six hours) of Korean language study. Those with a Japan concentration must complete a minimum of one year (six hours) of Japanese language study. While not required, students are encouraged to continue their language study beyond the first year either at LaGrange College or abroad to enhance their conversational skills. To complete the minor, students must take a minimum of six hours of electives either at LaGrange College or while studying abroad. All classes must be completed with a minimum grade of C to count toward the successful completion of the minor.

#### *Required Courses (six hours)*

HIST 2380 Introduction to the History of East Asia  
RLGN 1104 Dialogue with World Faith Traditions

#### *Required Courses: Japan Concentration (six hours)*

JAPN 1101 Beginning Japanese I  
JAPN 1102 Beginning Japanese II

#### *Required Courses: Korea Concentration (six hours)*

KORN 1101 Beginning Korean I  
KORN 1102 Beginning Korean II

#### *Electives (six hours)*

ARTD 3108 Art of the Non-Western World  
ASIA 3000 Special Topics in Asian Studies  
HIST 3380 History of China  
HIST 3382 History of Korea  
HIST 3384 History of Japan  
JAPN 1101 Beginning Japanese I  
JAPN 1102 Beginning Japanese II  
JAPN 2103 Intermediate Japanese I  
JAPN 2105 Intermediate Japanese II  
KORN 1101 Beginning Korean I  
KORN 1102 Beginning Korean II  
LANG 1101 Beginning Chinese I  
LANG 1102 Beginning Chinese II  
MGMT 3393 Cultural Aspects of International Business  
POLS 2220 International Politics  
POLS 3321 International Political Economy  
POLS 3323 International Conflict

Students may count study abroad in Asia at accredited institutions toward elective credit. LaGrange College currently has an exchange agreement with Seigakuin University in Japan and will be developing similar agreements with institutions in South Korea. The College is a member of the Methodist International Student Exchange Network, providing additional enrollment

opportunities in Taiwan and Japan. Students are strongly encouraged to plan their study abroad experience in consultation with the Asian Studies director after having received initial approval from the Office of Global Engagement. The director will determine the eligibility of courses and/or programs and then recommend appropriate credit to the Office of Global Engagement.

## **BIOLOGY**

### ***INTRODUCTION***

The Biology curriculum provides a broad base of knowledge of biology while improving the creative, critical, and communicative abilities of students. Biology, the study of life, is intriguing to students on a fundamental level, because it is essentially the study of themselves, their bodies, and the living world around them. The Biology faculty works with their majors to help them develop an understanding and working knowledge of the life phenomenon at subcellular through organismal levels. Within the major, a student may elect to emphasize human biology, field-oriented biology, or biochemical and microscopic aspects of life science.

### ***MISSION***

The Biology Program provides students with the opportunity to explore, understand, and explain the unity, diversity, and complexity of life.

### ***GOALS***

The Biology Program

- provides opportunities for all students to understand the nature of science, to improve their scientific literacy, to develop a greater knowledge of living systems within a global perspective, and to do so using critical and creative thinking and effective communication;
- provides a broad-based biology curriculum for students who pursue degrees in biology, providing them with the content and skills needed for post-graduate study and the guidance to inform their choices;
- provides a supportive and nurturing environment for faculty in development of teaching expertise, collaboration in student-faculty research, and engagement in discipline-specific research and scholarship, with all supported by necessary equipment, space, and funding.

### ***LEARNING OBJECTIVES FOR THE MAJOR***

The Biology Program offers a curriculum that will provide the basis for all students majoring in biology to be able to:

- demonstrate knowledge in major fields of biology;
- demonstrate effective skill mastery in communication and in basic laboratory and field study techniques;
- demonstrate use of the scientific method to critically analyze questions and creatively address local and global issues in the biological sciences.

### ***METHODS OF ACCOMPLISHING THE OBJECTIVES***

The student is presumed to have accomplished the specific collection of objectives by satisfactorily completing the courses that constitute his or her major. In addition to the Ethos Curriculum, all biology majors are required to successfully complete:

- Principles of Biology I and II (BIOL 1107 and 1108); Principles of Biology I and II Laboratory (BIOL 1107 L and BIOL 1108 L); each with a C- or better. A C- or better in these courses is a pre-requisite for all upper level biology courses. These courses are included in Ethos Curriculum requirements.
- General Chemistry I and II (CHEM 1101 and 1102)

- a total of 2 MATH courses for Ethos Curriculum; choose from Ethos PG1 MATH 1101, MATH 1221, or MATH 2221 and choose from MATH 1114, MATH 1221, or MATH 2221 for the biology major requirements
- one course in the cellular-level biology category
- one course in the organismal-level biology category, and
- the Senior Seminar (BIOL 4470).

Students may count no more than one accepted upper-level course taken as a transient student at another institution as one of the biology major courses. Pre-requisites for upper level (3000+) courses must be completed with a grade of C- or higher.

#### *ASSESSMENT OF LEARNING OBJECTIVES*

Students graduating with degrees in biology will complete the program comprehensive exit exams. Through these exams and the program exit survey, students will demonstrate their completion of the objectives of the major. The faculty in the Biology Program use these assessments and the success of graduates as a gauge of the applicability of its goals and the success of its students in attaining these goals.

#### *DECLARATION OF MAJOR*

Before declaring a major in biology, a student must successfully complete an Introductory Biology major sequence of BIOL 1107, BIOL 1107L, BIOL 1108 and BIOL 1108L with a C- or better in all courses.

IN ADDITION TO COMPLETING THE ETHOS CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN BIOLOGY MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

#### *REQUIREMENTS FOR A MAJOR IN BIOLOGY*

The program offers two (2) degree tracks beyond these basic courses: the Bachelor of Arts in Biology (B.A.) and the Bachelor of Science in Biology (B.S.). Additionally, the program offers a minor in biology. The requirements for each of these are as follows:

##### *BACHELOR OF ARTS IN BIOLOGY*

- Ethos Curriculum (including BIOL 1107, 1107 L, 1108, and 1108 L; A C- or better is required in these courses to declare the biology major and to enroll in upper level biology courses)
- CHEM 1101 and 1102
- a total of 2 MATH courses for Ethos Curriculum; choose from Ethos PG1 MATH 1101, MATH 1221, or MATH 2221 and choose from MATH 1114, MATH 1221, or MATH 2221 for the biology major requirements
- choice of one (1) cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- choice of one (1) organismal-level biology course (BIOL 3334, 3335, 3336, 3340, 3351, 3353, 3384)
- BIOL 4470—Senior Seminar

- six (6) additional upper level biology courses (Biochemistry I or II, CHEM 4421 or CHEM 4422, may be chosen as one of these courses. BIOL 2148 or 2149 may be counted as one of these courses.) BIOL 4470 and BIOL 4496 do not satisfy this requirement.

This represents 45 semester hours of coursework in addition to the general education requirements.

#### *BACHELOR OF SCIENCE IN BIOLOGY*

- Ethos Curriculum (including BIOL 1107, 1107 L, 1108, and 1108 L; A C- or better is required in these courses to declare the biology major and to enroll in upper level biology courses)
- CHEM 1101 and 1102
- a total of 2 MATH courses for Ethos curriculum; choose from Ethos PG1 MATH 1101, MATH 1221, or MATH 2221 and choose from MATH 1114, MATH 1221, or MATH 2221 for the biology major requirements
- choice of one (1) cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- choice of one (1) organismal-level biology course (BIOL 3334, 3335, 3336, 3340, 3351, 3353, 3384)
- Organic Chemistry I (CHEM 3201) and Organic Chemistry II (CHEM 3202)
- Introductory Physics I (PHYS 1101) and Introductory Physics II (PHYS 1102)
- BIOL 4470—Senior Seminar
- five (5) additional upper level biology courses (Biochemistry I or II, CHEM 4421 or CHEM 4422, may be chosen as one of these courses. BIOL 2148 or 2149 may be counted as one of these courses.) BIOL 4470 and BIOL 4496 do not satisfy this requirement.

This represents 57 semester hours of coursework in addition to the general education requirements.

#### *REQUIREMENTS FOR A MINOR IN BIOLOGY:*

- BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 2149; A C- or better is required in these courses to declare the biology major and to enroll in upper level biology courses. These courses fulfill the Laboratory Science requirement of the PG2, Laboratory Science and the Natural World of the Ethos Curriculum.
- choice of one (1) cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- choice of one (1) organismal-level biology course (BIOL 3334, 3335, 3336, 3340, 3351, 3353, 3384)
- two (2) additional upper-level biology courses (one of these courses may be CHEM 4421 or CHEM 4422). If BIOL 1107, 1107L, 1108, and 1108L are used as the Laboratory Science requirement in the Core Curriculum, either BIOL 2148 or 2149 may satisfy one of the required courses in this section. BIOL 4470 and BIOL 4496 do not satisfy this requirement.
- All courses must be completed with a C- or better

This represents 16 semester hours of coursework in addition to the general education

requirements.

### **CAREER OPTIONS**

Graduates of the College who have majored in biology typically pursue careers in teaching, pharmacy, medicine, dentistry, veterinary medicine, physician assistant, physical therapy or other professional fields. In addition, many graduates find employment in industry—some in laboratories, some in management, and others in research and development. Most careers require further formal study in graduate or professional schools.

### **COMBINED B.A. AND M.A.T. PROGRAM OF STUDY**

Undergraduate students who meet the admission requirements for the M.A.T (passing GACE Program Admissions Assessment or a combined SAT score of more than 1080 (1000 prior to July 01, 2019) and completing the Georgia Code of Ethics for Educators Assessment) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering MAT cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

### **COURSE DESCRIPTIONS (BIOL)**

#### **BIOL 1101 General Biology I. (3) Fall**

This is the beginning biology course for non-majors. General Biology deals with the phenomenon of life as is manifested in all types of living organisms. The origin of life, chemistry of life, cellular and tissue organization, metabolism, cell division, genetics, and gene action are among topics covered. This course fulfills 3 hours of the laboratory science portion of both the Core and Ethos (PG2) general education requirements.

*Prerequisite:* none

*Co-requisite:* BIOL 1101L is a co-requisite for students in the CORE curriculum (enrolled before Fall 2018). BIOL 1101L is not required for students in the Ethos curriculum (students enrolling in Fall 2018 and beyond).

#### **BIOL 1101 L General Biology I Laboratory. (1) Fall**

This laboratory course is designed to complement and to provide experiential learning for General Biology I. Note: This course is required for students in the CORE curriculum (enrolled before Fall 2018); BIOL 1101L is not required for students in the Ethos curriculum (students enrolling in Fall 2018 and beyond).

*Prerequisite:* none

*Co-requisite:* BIOL 1101

#### **BIOL 1102 General Biology II. (3) Spring**

This course is a continuation of General Biology I. General Biology deals with the phenomenon of life as is manifested in all types of living organisms. Evolution, diversity of life, ecology and the functioning of the organ systems are among topics covered. This course fulfills 3 hours of the laboratory science portion of both the Core and Ethos (PG2) general education requirements.

*Prerequisite:* BIOL 1101

*Co-requisite:* BIOL 1102 L

**BIOL 1102 L General Biology II Laboratory. (1) Spring**

This laboratory course is designed to complement and provide experiential learning for General Biology II and is a continuation of General Biology I Laboratory. This lab fulfills a portion (1 hour) of the lab science requirement for both the Core and Ethos (PG2) general education requirements.

*Prerequisite:* BIOL 1101

*Co-requisite:* BIOL 1102

**BIOL 1107 Principles of Biology I. (3) Fall**

An introductory biology course for science majors that includes scientific method and its application, biological chemistry, cell structure and function, energy transfer, cell cycle, and mitosis. This course fulfills 3 hours of the laboratory science portion of both the Core and Ethos (PG2) general education requirements.

*Prerequisite:* MATH 1101 placement or higher

*Co-requisite:* BIOL 1107L

**BIOL 1107L Principles of Biology I Laboratory. (1) Fall**

Laboratory experience for science majors to accompany topics from BIOL 1107. This course focuses on the scientific method, data acquisition, manipulation and analysis, and presentation of results. This lab fulfills a portion (1 hour) of the lab science requirement for both the Core and Ethos (PG2) general education requirements.

*Prerequisite:* MATH 1101 placement or higher

*Co-requisite:* BIOL 1107

**BIOL 1108 Principles of Biology II. (3) Spring**

A continuation of introductory biology for science majors. Topics include cellular replication, meiosis, Mendelian and non-Mendelian genetics, molecular genetics, evolution, and ecology. This course fulfills 3 hours of the laboratory science portion of both the Core and Ethos (PG2) general education requirements.

*Prerequisite:* BIOL 1107 with a grade of C- or better

*Co-requisite:* BIOL 1108L

**BIOL 1108L Principles of Biology II Laboratory. (1) Spring**

Laboratory experience for science majors to accompany topics from BIOL 1108. This course focuses on the scientific method, data acquisition, manipulation and analysis, and presentation of results. This lab fulfills a portion (1 hour) of the lab science requirement for both the Core and Ethos (PG2) general education requirements.

*Prerequisite:* BIOL 1107 with a grade of C- or better

*Co-requisite:* BIOL 1108

**BIOL 2148 Human Anatomy and Physiology I. (4) Fall**

A study of the structure and function of the human body. Designed for pre-nursing majors.

*Prerequisite:* none

**BIOL 2149 Human Anatomy and Physiology II. (4) Spring**

A continuation of Human Anatomy and Physiology I.

*Prerequisite:* BIOL 2148

**BIOL 3320 Medical Microbiology. (4) Spring**

A study of human disease caused by pathogenic microbes and helminthes. Designed for pre-health professions majors. Laboratory activities focus on bacteria as model organisms.

*Prerequisites:* BIOL 2148 and 2149 (may be concurrent) or permission of instructor

**BIOL 3321 Microbiology. (4)**

A study of the morphology, physiology, classification, ecology, and economics of microbial forms, especially bacteria and fungi.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with C- or better

**BIOL 3322 Immunology. (4) Spring (even years)**

A study of the fundamentals of immunology. Topics will include tissues and control of the immune system, including dynamics of B cell and T cell activation and function, inflammation and autoimmune disorders. Laboratory experiences include antigen-antibody interactions in gels, on membranes and in tissues, as well as complement-mediated cell lysis.

*Prerequisites:* BIOL 1107, 1107L, 1108, 1108L all with C- or better

**BIOL 3334 General Ecology. (4) Spring (even years)**

An introduction to the basic principles and concepts of ecology with emphasis on environmental sampling, analysis and characterization.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with C- or better

**BIOL 3335 General Zoology. (4) Spring (odd years)**

A phylogenetic approach to the Animal kingdom following cladistic principles. Emphasis will be placed upon representative animal groups and the position of *Animalia* within the domains of life. Studies of local faunae will be highlighted.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with C- or better

**BIOL 3336 General Botany. (4) Fall (odd years)**

A phylogenetic and ecological survey of the kingdom *Plantae*. The focus will be on the general anatomy and physiology of plants as well as the natural history and ecology of plants. Lab work will be field based and strongly oriented toward the local floras.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with C- or better

**BIOL 3340 Conservation Biology. (4) Fall (even years)**

An introduction to the principles and practices involved in the management of endangered species, communities and ecosystems. We will investigate how species natural history, ecology and population dynamics interact with human activities to impact the loss of species diversity.

*Prerequisites:* BIOL 1108/ 1108L all with C- or better

**BIOL 3351 Vertebrate Embryology. (4) Fall (even years)**

A study of the embryological development of representative vertebrates, with laboratory

emphasis upon the frog and chick.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with C- or better or BIOL 2148 and 2149

**BIOL 3353 Fundamentals of Evolutionary Theory. (4)** Fall (even years)

A balanced survey of the present-day concepts of evolution with emphasis on human evolution/paleoanthropology.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 2149

**BIOL 3360 Histology. (4)** Fall (odd years)

A study of the microscopic features of mammalian cells, tissues, and organs. Lectures correlate cell structure with tissue function. Laboratory experiences include the microscopic identification of tissues and organs at the cellular level.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with C- or better or BIOL 2148, and 2148L

**BIOL 3370 Toxicology. (4)** Fall (even years)

An introduction to the basic principles of toxicology. Topics include the cellular sites of action of toxicants, their physiological absorption, distribution and excretion and their effects on tissues and in an ecosystem. The lab applies these principles by students' implementation and analysis of data of an original research project.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with C- or better

**BIOL 3372 Molecular Biology. (4)** Spring (taught in rotation with 3376; generally odd years)

A molecular study of genes, their expression, the control of their expression, and the gene products that result. The lab uses molecular techniques to study questions involving genes and their gene products.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with a C- or better, CHEM 1101 and enrolled in CHEM 1102

*Recommended:* BIOL 3373 or one other upper level cellular/molecular BIOL 3XXX course; and CHEM 3201 and 3202

**BIOL 3373 Genetics. (4)** Fall

This course includes topics in both classical and molecular genetics. Topics of study may include but are not limited to Mendelian and non-Mendelian transmission of genes, sex-linked traits, chromosomal genetics and genomes, DNA structure, replication, mutation and repair, gene expression and its regulation, recombinant DNA technology, cancer, and population genetics. The laboratory will evaluate wild-type and mutant model organisms using classical and/or molecular genetic approaches as well as pursue research questions in genetics using model organisms and other systems.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with a C- or better

**BIOL 3374 Cell Physiology. (4)** Spring (odd years)

An advanced study of the structure and functions of the eukaryotic cell. Topics include the structure and function of macromolecules, the plasma membrane, intracellular trafficking and cell signaling. The lab uses techniques to microscopically identify organelles and cells, examine

the role of enzymes and identify specific proteins involved in cell death.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L

**BIOL 3376 Virology. (4) Spring** (taught in rotation with 3372, generally even years)

This introduction to virology will focus on animal viruses that are important for basic science and human and animal diseases. The topics in this course may include viral taxonomy, structure, entry/exit, replication, quantitation, genetics, pathogenesis, and virus-host interaction. The laboratory will study nonpathogenic model viral systems.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with a C- or better, or other cellular/molecular course

*Recommended:* BIOL 3374 (helpful but not required)

**BIOL 3384 Neurobiology. (4) Spring**

An integrated study of the human nervous system correlating neuroanatomy and neurophysiology with fundamentals of clinical neurology.

*Prerequisites:* BIOL 1107, 1107 L, 1108, and 1108 L all with a C- or better or BIOL 2148 and 1149

**BIOL 4470 Senior Seminar. (1) Spring**

Senior seminar is a thematic capstone course that is a broad, integrative experience in biology. The course promotes independent thinking, develops analytical skills, and provides practice in group discussion and in written and oral presentation. This course is required of all biology majors. Seniors enroll in BIOL 4470 in their last spring semester of enrollment.

*Prerequisites:* senior standing, biology major

**BIOL 4495 Independent Study. (1-4) on demand**

Although not required as part of the biology major, this course provides an opportunity for students, on an individual basis, to pursue in-depth research of a particular biology topic, question, or problem. Up to 4 hours of BIOL 4495 may be counted toward the major.

*Prerequisites:* consent of the instructor, the department chair, and the Vice President for Academic Affairs (VPAA)

**BIOL 4496 Internship. (1-3) on demand**

An opportunity for students to gain added experience and insight in approved off-campus settings. The internship cannot be counted as one of the courses required for the major or minor in biology.

*Prerequisites:* consent of the supervising instructor, department chair, and the Career Development Center

## **BUSINESS, ACCOUNTANCY AND NONPROFIT LEADERSHIP**

### *INTRODUCTION*

The Business, Accountancy and Nonprofit Leadership programs at LaGrange College are committed to academic excellence through degree programs designed to prepare students for a wide variety of careers in business and the nonprofit sector. The liberal arts education that students receive at LaGrange College provides the foundation for critical thinking, communication, and leadership skills needed for a successful professional career. The faculty of the programs seek to enhance the College's liberal arts curriculum by offering coursework and internship opportunities that give students a fundamental understanding of business and provide them with the knowledge and skills needed for effective decision-making in a dynamic, global, and technologically- based environment.

### *MISSION STATEMENT*

The Department of Business and Nonprofit Studies integrates and extends faith and liberal arts-based values through discovery, civil discourse, and reflection based on contemporary business content.

### *LEARNING OUTCOMES: BUSINESS AND ACCOUNTANCY*

Upon completion of a degree from the Business and Accountancy programs:

1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems.
2. Students should show the capacity to formulate and defend ethical judgments.
3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.
4. Students should show the ability to work in teams and demonstrate an understanding of interpersonal relations.

### *LEARNING OUTCOMES: NONPROFIT LEADERSHIP*

Upon completion of a degree from the Nonprofit Leadership program:

1. Students should demonstrate the ability to apply nonprofit concepts in creatively and critically solving complex problems.
2. Students should show the capacity to formulate and defend ethical judgments.
3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.
4. Students should show the ability to work in teams and demonstrate an understanding of interpersonal relations.

### *PROGRAMS*

The following programs are available:

Majors:

- Bachelor of Science (B.S.) in Accountancy
- Bachelor of Business Administration (B.B.A.) with concentrations in Accountancy, Marketing and Entrepreneurship, and Sports Management
- Bachelor of Business Administration (B.B.A.) with a concentration in Professional Selling  
(See separate LaGrange Evening College Bulletin)

- Bachelor of Arts (B.A) in Nonprofit Leadership

Minors:

- Minor in Accountancy
- Minor in Applied Finance
- Minor in Business
- Minor in Entrepreneurship
- Minor in International Business
- Minor in Marketing Design
- Minor in Poverty Studies
- Minor in Sports Management

The Business bachelor's programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

**The Nonprofit Leadership degree is not a business program and is not accredited by ACBSP.**

#### *ACCOUNTANCY AND BUSINESS MAJORS*

Majors should note that the applicable requirements for the majors, including required courses, are those in effect when they declare their major, not those in effect at the time of their matriculation.

In addition to the course requirements, students pursuing a bachelor's degree offered by the Business and Accountancy programs must participate in a comprehensive Departmental Assessment Program, as well as an exit interview with program faculty or Advisory Council members.

#### *THE B.S. IN ACCOUNTANCY*

The B.S. in Accountancy gives students the accounting foundation needed for effective decision-making in an organization. Today's accountants must be able to communicate, synthesize, and innovate. They not only provide the information upon which the business world depends, but also make crucial decisions and act as trusted advisors. The Accountancy major builds upon the liberal arts skill base to give students the business and accounting knowledge they need. Students planning to work in the accounting function will receive the necessary skills and knowledge to pursue the CMA and CFM professional designations and be prepared for the fifth year of study for the CPA.

To declare a major in Accountancy, the student must meet the following criteria:

1. Have an overall GPA of 2.50/4.00 or better or permission of program faculty;
2. Complete MGMT 2200, ACCT 2211, and ECON 2200 with a grade of "C-" or better;
3. Normally, a student desiring to major in Accountancy will complete ACCT 2211 with a grade of "B" or better.

To remain a major in Accountancy in good standing, the student must meet the following criteria:

1. Complete all other major requirements with a grade of “C-” or better;
2. Maintain an overall and major GPA of at least 2.50/4.00.

Any accountancy major whose overall GPA or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Exceptions to the above criteria may be made at the discretion of the departmental faculty.

*Students in the CORE program*

Students pursuing a Bachelor of Science degree in Accountancy must complete 65 semester hours of major coursework (above the general education requirements of 55 hours). Students will complete the total required 120 hours as follows:

Core Requirements	46 hours
Interim	9 hours
Common Business Core	33 hours
Accountancy Core	27 hours
General Electives	5 hours
Total	120 hours

*Students in the Ethos program:*

Students pursuing a Bachelor of Science degree in Accountancy must complete 65 semester hours of major coursework (above the general education requirements of 53 hours). Students will complete the total required 120 hours as follows:

Core Requirements	44 hours
Interim	9 hours
Common Business Core	33 hours
Accountancy Core	27 hours
General Electives	7 hours
Total	120 hours

The required courses in the Accountancy major are:

ACCT 2211	ACCT 2212	ACCT 3301
ACCT 3302	ACCT 4401	ACCT 4410
ACCT 4415	ACCT 4420	ACCT 4430
ACCT 4440	ACCT 4454	ECON 2200
FNCE 3353	MATH 1114 or PSYC 2298	MGMT 2200
MGMT 3312	MGMT 3370	MGMT 3393
MGMT 4451	MRKT 3380	

Students planning to pursue licensure as a Certified Public Accountant (CPA) are required by Georgia law to complete 150 semester hours. The Accountancy Program Director will assist students in determining how they should acquire the final 30 semester hours needed. Students are eligible to sit for the uniform CPA examination upon graduation with the B.S. in Accountancy degree.

### *THE BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.)*

The Bachelor in Business Administration degree program is designed to help students develop ideals that are ethically sound and socially desirable, cultivate an awareness of the social, political, and economic developments to which businesses must adapt, develop sound judgment and effective communication skills, and develop individual interests and talents. Coursework provides both the theoretical and practical foundation needed for those entering businesses, as well as government and not-for-profit organizations.

There are three concentrations in the Business major: Accountancy, Marketing and Entrepreneurship, and Sports Management. Students must choose at least one area in which to concentrate.

To declare a major in Business, the student must meet the following criteria:

1. Have a GPA of 2.50/4.00 or better or permission of program faculty;
2. Complete MGMT 2200, ACCT 2211, and ECON 2200 with a grade of “C-” or better.

To remain a major in Business in good standing, the student must meet the following criteria:

1. Complete all other major requirements with a grade of “C-” or better;
2. Maintain an overall and major GPA of at least 2.50/4.00.

Any Business major who’s overall or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Exceptions to the above criteria may be made at the discretion of the departmental faculty.

#### *Students in the CORE program*

Students pursuing a Bachelor of Business Administration degree must complete 51 semester hours of major coursework (above the general education requirements of 55 hours). Students will complete the total required 120 hours as follows:

Core Requirements	46 hours
Interim	9 hours
Common Business Core	36 hours
Concentration Core	18 hours
General Electives	11 hours
Total	<hr/> 120 hours

#### *Students in the Ethos program:*

Students pursuing a Bachelor of Business Administration degree must complete 51 semester hours of major coursework (above the general education requirements of 53 hours). Students will complete the total required 120 hours as follows:

Core Requirements	44 hours
Interim	9 hours
Common Business Core	36 hours
Concentration Core	18 hours

General Electives	13 hours
Total	120 hours

### Common Business Core

The required courses in the Common Business Core include the following:

ACCT 2211	ACCT 2212	ECON 2200
FNCE 3353	MATH 1114 or PSYC 2298	MGMT 2200

### Concentration Core

#### *ACCOUNTANCY*

Students choosing the Accountancy concentration must complete:

- ACCT 3301 Intermediate Financial Accounting I
- ACCT 3302 Intermediate Financial Accounting II
- ACCT 4430 Advanced Accounting
- Plus 3 additional ACCT classes at the 3000 level or above of the student's choosing
  - If a student chooses to take ACCT 4440 as part of their concentration, they are exempt from taking MGMT 3385. The student will need to take one additional 3-hour elective.

#### *MARKETING AND ENTREPRENEURSHIP*

Students choosing the Marketing and Entrepreneurship concentration must complete:

- ENTR 3000 Entrepreneurship and Innovation
- ENTR 4100 Entrepreneurship Lab
- ENTR 4200 Social Entrepreneurship
- FNCE 4000 Entrepreneurial Finance
- MRKT 4435 Social Media and Branding
- MRKT 4480 Advanced Marketing

#### *SPORTS MANAGEMENT*

Students choosing the Sports Management concentration must complete:

- FNCE 4100 Sports Sales and Fundraising
- SPMG 3000 Introduction to Sports Management
- SPMG 3100 Sports Marketing
- SPMG 4000 Sports Law
- SPMG 4200 Facilities and Event Management
- SPMG 4460 Internship in Sports Management

#### *THE B.A. IN NONPROFIT LEADERSHIP*

The Nonprofit Leadership Program is an interdisciplinary program housed in the Department of Business and Nonprofit Studies and is designed to prepare students for effective leadership in a wide variety of non-profit organizations. The program draws from a broad array of liberal arts and professional courses selected to equip students with the critical thinking, communication,

and servant leadership skills needed for a successful professional career. The program includes an internship and capstone research experience that will provide students with focused, practical experience in a setting of their choosing.

*Students in the CORE program:*

Students pursuing a Bachelor of Arts degree in Nonprofit Leadership must complete 42 semester hours of major coursework (above the general education requirements of 55 hours). Students will complete the total required 120 hours as follows:

Core Requirements	46 hours
Interim	9 hours
Major Requirements	42 hours
General Electives	23 hours
Total	<hr/> 120 hours

*Students in the Ethos program:*

Students pursuing a Bachelor of Business Administration degree must complete 51 semester hours of major coursework (above the general education requirements of 55 hours). Students will complete the total required 120 hours as follows:

Core Requirements	44 hours
Interim	9 hours
Major Requirements	42 hours
General Electives	25 hours
Total	<hr/> 120 hours

**Common Business Core**

The required courses for the B.A in Nonprofit Leadership include the following:

SOCI 1000	ENGL 3310	ENTR 3000
ENTR 4200	FNCE 3390	MGMT or NPLD 2200
MGMT 3370	NPLD 3000	NPLD 4460
NPLD 4490	POLS 1101	RLGN 2230 or 2320
RLGN 3560	Any SOCI 2000 level or above	

*MINORS*

The department offers eight minors: Accountancy, Applied Finance, Business, Entrepreneurship, International Business, Marketing Design, Poverty Studies and Sports Management.

To declare a minor, the student must meet the following criteria:

1. Have a GPA of 2.50/4.00 or better or permission of program faculty;
2. Complete all minor courses with a grade of "C-" or better;
3. Students must take at least four (4) of the minor courses at LaGrange College.

*MINOR IN ACCOUNTANCY*

The department offers a minor in Accountancy for non-business majors. Accountants provide the information on which organizations run. Understanding how to access and analyze that

information makes students in any field more marketable to employers and graduate schools. A minor in Accountancy consists of the following 15 semester hours of coursework:

- ACCT 2211
- ACCT 2212
- ACCT 3301
- ACCT 3302
- One additional ACCT or FNCE course of the student's choice approved by the Department Chair

#### *MINOR IN APPLIED FINANCE*

The department offers a minor in Applied Finance for all majors. This minor will allow students to explore the Finance function from a variety of viewpoints. All students will take the Corporate Finance class. Beyond that, students can choose to learn how salespeople, entrepreneurs, sports professionals, and nonprofit managers use financial information for decision making in their organizations.

A minor in Applied Finance consists of the following 15 semester hours of coursework:

- FNCE 3353
- 4 additional FNCE classes
  - A student may substitute one ACCT class (3000 level or above) for a FNCE class in the minor

#### *MINOR IN BUSINESS*

A Minor in Business is available to any non-business major. No matter what their major, most students will be working for a business someday. Students can make themselves more marketable to future employers by getting an overview of how businesses work and enhancing their communication, critical thinking and technology skills.

A Minor in Business consists of the following 15 semester hours of coursework:

- ACCT 2211
- ECON 2200
- MGMT 2200
- MRKT 3380
- MGMT 3370 or ENTR 3000

#### *MINOR IN ENTREPRENEURSHIP*

The department offers a minor in Entrepreneurship for non-business majors. Every profession needs innovation and creativity. Students will become more marketable to future employers or start their own business by developing these skills and more with a minor in entrepreneurship.

A minor in Entrepreneurship consists of the following 15 semester hours of coursework:

- MGMT 2200
- ENTR 3000
- ENTR 4100
- ENTR 4200
- FNCE 4000

### *MINOR IN INTERNATIONAL BUSINESS*

The minor in International Business is available to students majoring in any area. The business environment is increasingly global. The minor in International Business will prepare students for the work world they are entering.

A minor in International Business consists of the following 18 semester hours of coursework:

- MGMT 2200
- MGMT 3392
- MGMT 3393
- MGMT 4492
- Travel or additional language course
- POLS 2220

### *MINOR IN MARKETING DESIGN*

The minor in Marketing Design is available to students majoring in any area. Students will enhance their skills in technology, communication and business with this interdisciplinary minor from the Departments of Art and Design and Business.

A minor in Marketing Design consists of the following 18 semester hours of coursework:

- ARTD 2201
- ARTD 2222
- ARTD 3222
- MRKT 3380
- MRKT 4435
- MRKT 4480

### *MINOR IN POVERTY STUDIES*

The Poverty Studies minor allows students to study poverty and social justice issues through the lens of many disciplines and undergraduate research. Students will begin their journey into understanding national and global poverty with an introductory course. They will choose two elective courses, drawn from a range of disciplines, experience the effects and causes of poverty first hand through an internship or travel experience, and complete their study with a capstone course that emphasizes a research paper or project dealing with a facet of poverty of interest to them.

A minor in Poverty Studies consists of the following 14 or 15 semester hours of coursework:

- NPLD 2500
- Students must take **one** elective from the following:
  - ENTR 4200
  - INTM 3449
  - INTM 4381
  - GNDR 1101
  - LAST 2000

- RLGN 2230
- RLGN 2320
- RLGN 3360
- Students must take **one** elective from the following:
  - SOCI 3200
  - SOCI 3500
  - SOCI 4200
  - POLS 3350
  - POLS 3352
  - POLS 3353
  - POLS 3354
- Note: Only one elective, whether section 2 or 3, may count towards a student's major or other minor.
- Students must take **one** of the following:
  - NPLD 4460
  - SERV 4300 or 4400
  - Approved Travel Course with Service Emphasis
- NPLD 4490 or other departmental Senior Capstone or Paper
  - For NPLD majors and Servant Scholars: The Internship or Field Experience component and the capstone paper or project may count towards those programs, provided they are primarily concerned with addressing poverty. Approval to double count these experiences must be given by the Chair of the Department of Business and Nonprofit Studies or the Coordinator of the Nonprofit Studies program and the student's advisor.

#### *MINOR IN SPORTS MANAGEMENT*

The department offers a minor in Sports Management for non-business majors. This minor is for students who love sports but aren't going to play professionally. Many exciting careers await in the business side of sports. Students will develop the skills teams are looking for in their "behind the scenes" players with a minor in Sports Management.

A minor in Sports Management consists of the following 15 semester hours of coursework:

- MGMT 2200
- SPMG 3000
- SPMG 3100
- SPMG 4000
- SPMG 4200

#### *COURSE DESCRIPTIONS*

Note that most courses have prerequisites and, generally, 2200-level courses are introductory. Prerequisites are shown after the course description.

All major, minor, and concentration courses must be completed with a grade of "C-" or better.

## *ACCOUNTANCY (ACCT)*

### **ACCT 2211 Principles of Financial Accounting. (3) Fall and Spring**

This is a foundation-level accounting course that introduces the terminology, principles, and practices of financial accounting for corporations. The course's major focus is the accounting cycle and preparation of financial statements.

### **ACCT 2212 Principles of Managerial Accounting. (3) Fall and Spring**

A study of the uses of accounting for planning and control, including analysis and interpretation of data, and use of cost information for business policy implementation. Active learning projects will be emphasized.

*Prerequisite:* ACCT 2211

### **ACCT 3301 Intermediate Financial Accounting I. (3) Spring**

This course focuses on the decision-making implications of information provided to external stakeholders, including investors, creditors, customers, and regulators, and regulation theory and practice as applied to accountancy. Topics include regulation of accountancy procedures for external reporting, current problems in reporting financial position, income determination, and an integration of current professional pronouncements.

*Prerequisite:* ACCT 2211

### **ACCT 3302 Intermediate Financial Accounting II. (3) Fall**

Continuation of Intermediate Financial Accounting I.

*Prerequisite:* ACCT 3301

### **ACCT 4401 Auditing and Accounting Ethics and Liability. (3) Fall**

This course focuses on the legal and ethical environment in which the accounting professional practices and in which financial statements are prepared and presented. Students will consider the conflict between profit motive and accurate and complete financial reporting, examining the participation in the financial reporting process by internal accountants, internal auditors, other business managers, and the independent auditors engaged to attest to the accuracy and completeness of management's financial statements. These conflicts will be discussed in relation to the business's responsibility to employees, investors, and other stakeholders. Traditional auditing practices will also be studied to determine the efficiency and the effectiveness of such methods.

*Prerequisite:* ACCT 3301

### **ACCT 4410 Federal Income Taxation. (3) Fall**

This course introduces students to U.S. federal income tax concepts and principles and the application of such concepts to business operating, investing, and financing activities. Ethical and legal issues confronting tax practitioners are discussed throughout the course. Students engage in tax research utilizing professional databases and gain expertise in technical writing.

*Prerequisite:* ACCT 2211

### **ACCT 4415 Cost Accounting. (3) Spring**

This course focuses on the decision-making implications of information provided to organization managers. Concepts from economics, statistics, and psychological science emphasize the use of

quantitative techniques to manage uncertainty and risk. Topics include planning and control techniques, construction of static and flexible budgeting, and product costing mechanisms.

*Prerequisite:* ACCT 2212

**ACCT 4420 Advanced Federal Income Taxation. (3) Spring**

This course examines continues the study of federal income taxation from ACCT 4410 and addresses more advanced federal taxation issues. Topics that will be covered include the taxation of entities and their owners, including the taxation implications of formations, distributions, reorganizations, liquidations and other business transactions. Return preparation, planning, research, and compliance issues are also integrated throughout the course.

*Prerequisite:* ACCT 4410

**ACCT 4430 Advanced Accounting. (3) Spring**

This is an intensive course that integrates the disciplines of accounting, finance, and taxation with respect to selected complex business transactions. Topics will include business combinations, goodwill, inventory costing, property exchanges and advanced stockholders' equity transactions.

*Prerequisite:* ACCT 3302

**ACCT 4440 Accounting Information Systems. (3) Spring**

This course is an introduction to the systems, procedures, and processes that management employs to control operating activities and information reporting systems.

*Prerequisite:* ACCT 2211

**ACCT 4454 Financial Statement Analysis. (3) Spring**

This course focuses on the structure and analysis of financial statements prepared in accordance with US GAAP, providing students with a framework for using financial statement data in a variety of valuation and business analysis contexts.

*Prerequisite:* ACCT 3301

**ACCT 4460 Internship in Accounting. (1-6) Fall and Spring**

This course represents a unique opportunity for a qualified student to expand his or her understanding of the practical applications of accounting concepts by entering into a specific "help-rendered learning accomplishment" contract with a cooperating area enterprise. The contract will specifically identify the student's obligations and duties, the nature and extent of the host enterprise's commitment to assist the student in further extending his or her knowledge of enterprise operations, and the basis on which the student's learning accomplishments will be measured. No more than **12** credit hours may be applied toward the student's graduation requirements.

*Prerequisites:* Accountancy major with demonstrated superior capabilities and prior approval of the contract by the department faculty

**ACCT 4480 Special Topics in Accounting. (3) On demand**

A series of "special topic" courses will provide students with exposure to issues and concepts not covered in their regular coursework. Most topics will include work with "real-world" organizations.

*Prerequisites:* ACCT 2211 and consent of instructor

### *ECONOMICS (ECON)*

#### **ECON 2200 Principles of Economics. (3) Fall and Spring**

An introduction to the science of economics and its analytical tools. This course is devoted to providing the student with a thorough understanding of the basic principles of

a) microeconomics: the study of the economic behavior of individual households and firms and the determination of factor prices, and b) macroeconomics: the study of the determination of the aggregate levels of income, output, employment, and prices and the examination of fiscal and monetary policy.

### *ENTREPRENEURSHIP (ENTR)*

#### **ENTR 3000 Entrepreneurship and Innovation. (3) Spring**

This course provides students with an understanding of the vital role played by entrepreneurship in today's economy, guiding them through the different stages of the entrepreneurial process, and helping them in developing a basic toolset necessary to plan and launch a new business. The course will have a special focus on creativity and innovation and students will explore both conceptual and practical frameworks for improving the flexibility and originality of their thinking and pursuing innovation.

*Prerequisites:* MGMT 2200

#### **ENTR 4100 Entrepreneurship Lab. (3) Fall**

This is a project-based course where students will have the opportunity to test their entrepreneurial skills through an experiential learning approach. In this laboratory students will be guided through their selected business venture experience to complete a number of supervised experiential learning activities related to entrepreneurship, like opportunity recognition and assessment, bootstrapping, networking, SEO and social media marketing, among others.

*Prerequisites:* ENTR 3000

#### **ENTR 4200 Social Entrepreneurship. (3) Spring**

The course builds on the principles of entrepreneurship studied in previous courses. It explores the ways to couple business acumen with vision and creativity to solve problems through the development of mission-based enterprises. Field work with a community agency and development of a Concept Proposal for a social enterprise are significant components of the course.

*Prerequisites:* ENTR 3000

### *FINANCE (FNCE)*

#### **FNCE 3353 Corporate Finance. (3) Spring**

Part I of this course looks at the management of existing resources, including the use of financial statements and ratio analysis in assessing the firm's financial health, its strengths and weaknesses, recent performance and future prospects. Emphasis is placed on the ties between a company's operating activities and its financial performance. Part II examines financial

forecasting with emphasis on managing growth. Part III considers the financing of the firm's operations with a close look at financial leverage. And Part IV addresses the use of discounted cash flow techniques to evaluate investing opportunities.

*Prerequisite:* ACCT 2211

**FNCE 4000 Entrepreneurial Finance. (3) Fall**

The course explores the financing of startups and small businesses from the perspective of both the entrepreneur and investors. Students will learn about valuation and terms of financing as well as different funding options for new firms, such as micro-finance, crowd-funding, angel investing, and venture capital.

*Prerequisite:* ACCT 2211 and ENTR 3000

**FNCE 4100 Sports Sales and Fundraising. (3) Fall**

This course is designed to provide a comprehensive overview for the fundraising, donor relations, non-profit, premium seating, and ticket sales profession. Students are provided with an ethical foundation and are introduced to basic terminology and concepts in the field. While students develop an understanding of the essentials of fundraising operations, they will also examine larger issues confronting today's fundraising managers. Topics will include major gift fundraising, annual funds, booster club organizations, priority seating programs, and benefits, the importance of donor research in the fund-raising process, and the process from development to the transaction. Students will gain real experience in developing new skills for the job market.

*Prerequisite:* ACCT 2211 and SPMG 3000

*MANAGEMENT (MGMT)*

**MGMT 1101 Contemporary Business Issues. (3) On demand**

Students will experience an introduction to current business topics using active learning and ethical reasoning skills. Students will be exposed to a variety of situations and cases that will encourage thinking like a business person.

**MGMT 2200 Foundations in Business. (3) Fall and Spring**

The course provides an introduction to the functional areas of business as students work through a series of situations in a computer simulation. Working in teams, students problem-solve and make decisions in management, accounting, operations, and marketing that affect the viability of a simulated business, thereby gaining insights into the opportunities and challenges that confront business owners.

**MGMT 3312 Business Communication. (3) Fall and Spring**

This course provides an opportunity for students to practice all forms of business communication, including written documents and reports, oral presentations, phone, e-mail, and meetings. Particular consideration will be given to audience analysis, appropriate medium, cultural and gender issues, feedback, and biases affecting communication.

*Prerequisites:* MGMT 2200

**MGMT 3370 Management and Organizational Behavior. (3)** Fall and Spring

The course explores the art and science of management and examines behaviors at the individual, group, and enterprise levels that advance or hinder work in organizations. The focus will be on understanding how to effectively manage performance and change in today's complex business environment.

*Prerequisites:* MGMT 2200, ECON 2200, ACCT 2211

**MGMT 3372 Operations Management. (3)** On demand

A study of the application of the science of management in the operations management environment. Primary emphasis placed on the theories, principles, and tools that improve the efficiency and effectiveness of the operations manager.

*Prerequisites:* MGMT 2200, ECON 2200, ACCT 2211

**MGMT 3385 Management Information Systems. (3)** Fall and Spring

This course is designed for future managers who need to understand and critically evaluate the role and potential contribution of information technology for their organizations, and understand and effectively apply various computerized support systems to make better decisions.

*Prerequisites:* MGMT 2200, ECON 2200, ACCT 2211

**MGMT 3392 International Business (3)** On demand

This course is a comprehensive study of the economic forces affecting global commerce and the socioeconomic complexity in which the international manager live and work. The course is designed to provide the student with an understanding of both the global macro-economic environment as well as grasp some of the essentials of managing the micro-economic variables in a global context.

*Prerequisites:* MGMT 2200, ECON 2200, ACCT 2211

**MGMT 3393 Cultural Aspects of International Business (3)** Fall

Operating in today's global environment, effective business professionals must learn how to work comfortably with people whose communication practices and behaviors are informed by cultural traditions that may differ from those of the Western world. This course is designed as an introduction to those cultural and communicative differences. Students will consider strategies that promote effective management in the cross-cultural arena.

*Prerequisites:* MGMT 3370

**MGMT 4451 Legal and Ethical Environment of Business. (3)** Fall

This course addresses the legal and ethical implications of business decisions. Topics may include business formation, employment discrimination, contracts, workplace safety, business torts, and antitrust issues. Cost-benefit analysis will be used as a tool to evaluate business decisions in light of existing legal rules and social responsibility. Ethical decision-making will be stressed in every part of the course. Students will further develop the mindset necessary to make decisions in an ethical manner.

*Prerequisites:* MGMT 2200, ECON 2200, ACCT 2211

**MGMT 4460 Internship in Business. (1-3) Fall and Spring**

This course represents a unique opportunity for a qualified student to expand his or her understanding of the practical applications of enterprise operations by entering into a specific “help-rendered learning accomplishment” contract with a cooperating area enterprise. The contract will specifically identify the student’s obligations and duties, the nature and extent of the host enterprise’s commitment to assist the student in further extending his or her knowledge of enterprise operations, and the basis on which the student’s learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student’s graduation requirements.

*Prerequisites:* Business major with demonstrated superior capabilities and prior approval of the internship contract by department faculty.

**MGMT 4483 Special Topics in Management. (3) On demand**

A series of “special topic” courses providing students with exposure to issues and concepts not covered in their regular coursework.

*Prerequisites:* senior standing and consent of instructor

**MGMT 4492 Seminar in Global Business. (3) On demand**

The seminar is designed to allow a student to explore current business issues in a global context. Guided by the faculty sponsors, the students may choose topics, perform research, and present their final work to a faculty panel. The course will seek to help students grasp some of the essentials of doing business in a global economy – the opportunities and threats inherent in a fast-paced, cross-cultural environment and their impact on the individual manager, the transaction, and the business organization.

*Prerequisites:* MGMT 3392 and MGMT 3393

**MARKETING (MRKT)****MRKT 3380 Principles of Marketing. (3) Fall and Spring**

This course is an introduction to the principles of marketing management and the role of marketing in a contemporary society, in business enterprises, and in a non-profit organization. Considers the planning, operation, and evaluation of marketing and promotional efforts necessary to the effective marketing of consumer and industrial offerings. During the course, the students will be tasked with the assignment of developing and presenting a marketing plan for a local business.

*Prerequisites:* MGMT 2200, ECON 2200, ACCT 2211

**MRKT 4435 Social Media and Branding (3) Spring**

Companies must develop effective branding strategies for their products and services. This course focuses on the strategic essentials of creating strong brands, brand management strategy, and strategies for using social media to build brands. The topics covered include: what constitutes a strong “brand” (from both marketing and legal perspectives); using brand personalities and cultures to create customer value and loyalty; strategies for building brand equity through positioning and social media; brand leveraging strategies (e.g. brand extensions) and brand alliances (e.g. co-branding).

*Prerequisite:* MRKT 3380

**MRKT 4480 Advanced Marketing. (3) Fall**

This course provides training in marketing decision making. It uses case studies simulating actual business settings to help students develop analytical abilities and sharpen their communication skills. It covers topics that range from techniques used to analyze a market to the development of a total market strategy.

*Prerequisites:* MRKT 3380

**MRKT 4484 Special Topics in Marketing. (3) On demand**

A series of “special topic” courses providing students with exposure to issues and concepts not covered in their regular coursework.

*Prerequisites:* senior standing, MRKT 3380, and consent of instructor

**NONPROFIT LEADERSHIP (NPLD)****NPLD 2200 Foundations of Nonprofit Leadership. (3) Spring**

This course provides an introduction to nonprofit organizations and the roles of leaders as they develop and manage people and programs, interacting with governing boards, paid and volunteer staffs, and government and private funding agencies. Through exploration of organization models, case study analysis of both domestic and global mission-based enterprises, and engagement with leaders in the local community, students will learn strategies for effectively leading non-profit organizations.

**NPLD 2500 Introduction to Poverty Studies. (3) Spring**

Introduction to Poverty Studies exposes students to the causes and effects of poverty, and allows them to begin thinking about how they can help alleviate it. Readings and discussions will encourage students’ understanding of how disciplines can come together to help eradicate poverty, increase their understanding of what it means to be poor in both the U.S. and globally, and begin to think of solutions to complex problems.

**NPLD 3000 Nonprofit Organizations and Public Policy. (3) Spring**

This course is designed to prepare nonprofit majors to interact effectively with governmental organizations. Students will discuss advocacy, evaluate programs and outcomes, learn about funding sources, and discover the importance of local and state budgeting to nonprofits.

*Prerequisites:* MGMT or NPLD 2200, POLS 1101 and SOCI 1000

**NPLD 4460 Internship in Nonprofit Leadership. (1-6) Fall and Spring**

This course represents a unique opportunity for a qualified student to expand his or her understanding of the practical applications of nonprofit operations by entering into a specific “help-rendered learning accomplishment” contract with a cooperating area enterprise. The contract will specifically identify the student’s obligations and duties, the nature and extent of the host enterprise’s commitment to assist the student in further extending his or her knowledge of enterprise operations, and the basis on which the student’s learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student’s graduation requirements.

*Prerequisites:* Nonprofit Leadership major with demonstrated superior capabilities and prior approval of the internship contract by department faculty.

**NPLD 4490 Senior Capstone. (3) Fall**

A directed study normally taken in the fall of the senior year. The student should choose a project director from within the Nonprofit Leadership faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course.

*Prerequisite:* Senior Nonprofit Leadership major

**SPORTS MANAGMENT (SPMG)****SPMG 3000 Introduction to Sports Management. (3) Spring**

This course will examine historical and philosophical aspects of sports management while giving an overview of current issues and career opportunities in sports management. The course will provide introductory exposure to: the historical evolution of sports, the role of media in sports, and legal and ethical issues in sports management. Students will formulate personal and career goals.

*Prerequisites:* ACCT 2211, ECON 2200, MGMT 2200

**SPMG 3100 Sports Marketing. (3) Spring**

This course examines the world of sports as a business and will focus on attracting the ultimate customer—sports fans—in an increasingly competitive, fragmented and global service. The course will discuss the management of sports at professional, collegiate and special event levels focusing on the role marketing plays in planning and decision making in attracting fans and the other major customer—sponsors. Other topical areas will include: sports branding; athlete management; globalization; event sponsorship and marketing; media involvement; fantasy sports; sports vendors; sports innovations and the value and ROI of investing in sports. Students will study current opportunities and threats facing sports and entertainment properties and trends that may impact the future of sports and its various audiences. Guest experts will lecture in various classes giving students a firsthand opportunity to ask questions of sports marketing and management leaders.

*Prerequisites:* MGMT 2200, ECON 2200, ACCT 2211, MRKT 3380

**SPMG 4000 Sports Law. (3) Fall**

This course will examine selected legal, financial, and policy issues and disputes that arise in the business of sports. The course will also include (to the maximum degree possible) discussions about new landmark judicial decisions, as well as, significant NCAA infractions cases and Olympic sports arbitration awards. Students are also provided an opportunity to debate complex issues related to the application of antitrust, labor, and intellectual property law to sports.

*Prerequisite:* SPMG 3000

**SPMG 4200 Facilities and Events Management. (3) Spring**

This course will provide students with the skills necessary to effectively manage sport and fitness facilities and events. This course will examine all of the facets of public assembly facility management as they relate to sports arenas, ballparks, stadiums and other venues. Among the topics to be presented and explored will be: event booking, finance, marketing, operations, scheduling, staffing and ticketing.

*Prerequisite:* SPMG 3000

**SPMG 4460 Internship in Sports Management. (1-6) Fall and Spring**

This course represents a unique opportunity for a qualified student to expand his or her understanding of the practical applications of the business of sports teams. The internship contract will specifically identify the student's obligations and duties, the nature and extent of the host enterprise's commitment to assist the student in further extending his or her knowledge of enterprise operations, and the basis on which the student's learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student's graduation requirements.

*Prerequisites:* Sports management major with demonstrated superior capabilities and prior approval of the internship contract by the sports management coordinator.

## CHEMISTRY

### *MISSION STATEMENT:*

LaGrange College's Chemistry program exists to support student learning through studies in the field of chemistry, the application of the organized discipline knowledge they gain to solving complex problems and in communicating those solutions. Additional purposes of the program are to provide support to the College and the profession of chemistry through activity in faculty governance functions, professional organizations and scholarship. The program provides majors to prepare students for employment in a chemical field or for further studies in professional or graduate school. Courses provided by the department fulfill the General Education lab science requirement, are cognates for other majors, and meet admission requirements for many professional programs.

### *INTRODUCTION*

Chemistry is often referred to as “the central science,” because chemical concepts are used throughout the other sciences. Therefore, in addition to being a major in its own right, the study of chemistry is a part of many curricula. The Department of Chemistry focuses its introductory Chemistry course as an element in a liberal education, a service to other departments, and the beginning of a comprehensive study of chemistry. The department offers B.A. and B.S. majors as well as a minor, which can lead to a variety of future occupations. Students with a major in Chemistry have gone on to traditional pursuits such as graduate school in chemistry or biochemistry, pharmacy, medical school, and law school (patent law and corporate law), as well as becoming laboratory technicians and salespersons in the chemical and related industries.

The **B.A.** degree offers a broad background in chemistry while allowing ample time for extensive coursework in other fields. The B.A. is appropriate for those interested in one of the medical or law-related professions, teaching, or for students desiring the broadest possible education with an emphasis in natural science. The **B.S.** programs are designed for those going on to graduate school in a chemically-related field (chemistry, biochemistry, molecular biology, chemical physics, environmental science, or forensics) or those seeking employment as chemists after graduation. The B.S. degrees are generally more highly valued at professional schools. While the B.S. degree is more demanding of a student's time, there is sufficient time for electives outside the sciences.

Regardless of the degree pursued in the program, majors are expected to achieve an appropriate level of competency in four major objectives during their undergraduate studies: core topics in chemistry, the language of chemistry, laboratory skills and advanced studies. Each degree has specific outcomes under each of these objectives appropriate to that degree.

### *DECLARATION OF MAJOR*

Before declaring a major in chemistry or biochemistry, a student must have completed the introductory sequence (CHEM 1101, 1102) at LaGrange College with a C or better in each course or demonstrated proficiency by achieving 40<sup>th</sup> percentile or higher on the ACS Standardized Examination in General Chemistry or the ACS Standardized Examination in Organic Chemistry.

### *LEARNING OBJECTIVES: BACHELOR OF SCIENCE DEGREE IN CHEMISTRY*

Students who earn the B.S. degree with a major in Chemistry will be appropriately competent in: core topics in chemistry, the language of chemistry, and an appropriate selection of the following

laboratory skills and advanced studies.

**Core Topics:**

- atomic and molecular structure and chemical bonding
- equilibria and stoichiometry
- thermochemistry
- periodic relationships
- thermodynamics
- chemical dynamics
- quantum mechanics and spectroscopy
- recognition, structure, and reactivity of the major organic functional groups

**Language of Chemistry:**

- verbal, written, numerical and graphical communication of chemical concepts
- use of the chemical literature
- knowledge of the research process

**Laboratory Skills:**

- data organization and analysis
- use of analytical instrumentation
- volumetric and gravimetric analytical theory and practice
- techniques in biotechnology
- synthesis and characterization of organic compounds by physical and instrumental methods

**Advanced Studies:**

- analytical instrumentation theory and application
- advanced inorganic chemistry,
- advanced organic chemistry
- biochemistry: biological molecules and metabolism

**ASSESSMENT OF LEARNING OBJECTIVES**

Students who earn the B.S. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Examinations on the following three (3) topics: General, Organic, and Physical. The students will additionally attain an appropriate score from one (1) of the following examinations: Analytical, Instrumental, Inorganic, or Biochemistry. The passing score will be at or above the 40<sup>th</sup> percentile of the national norms for these exams or at an appropriate level, as determined by the Department of Chemistry, based on the accumulated data of the performance of LaGrange College students on these exams. The results that are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three (3) additional times prior to the time of the student's scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two (2) weeks following a previous examination.

*REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN CHEMISTRY*

Students earn these competencies by pursuing the following Bachelor of Science curriculum in Chemistry:

CHEM 1101, 1102 General Chemistry	8 semester hours
CHEM 3201, 3202 Organic Chemistry	8 semester hours
CHEM 2251 Analytical Chemistry	4 semester hours
CHEM 3301, 3302 Physical Chemistry	8 semester hours
CHEM 3371 Junior Seminar	1 semester hours
CHEM 4471 Senior Seminar	2 semester hours
CHEM 4451 Instrumental Analysis	4 semester hours
CHEM elective (3000 or 4000 level)	3-4 semester hours

Additionally, a **research experience** is required. This should be taken between the junior and senior years or during the first semester or January Term of the senior year. This may be accomplished on campus, in industry, or in a research university summer program. Students may elect to earn CHEM 4900 credit for this required activity.

**Supporting required courses** include the following:

MATH 2221, 2222	8 semester hours
PHYS 2121, 2122	8 semester hours

**Total: 56 semester hours + research experience**

Students are urged to seek advisement from a faculty member in the chemistry program prior to or early in their first semester. The **scheduling** of the B.S. curriculum is important, as the Physical Chemistry sequence (CHEM 3301 and 3302) alternates years with Analytical Chemistry (CHEM 2251) and Instrumental Analysis (CHEM 4451). To be prepared to take the Physical Chemistry sequence, students should take Calculus during the first year and Physics during the sophomore year. It is highly recommended that students take General Chemistry during their first year. The following would be typical sequences of courses for the B.S. Chemistry degree:

	<b>Fall</b>	<b>Spring</b>
First year	CHEM 1101 MATH 2221	CHEM 1102 MATH 2222
Second Year	CHEM 3201 PHYS 2121	CHEM 3202 PHYS 2122
Junior- and senior-year sequence depends on which year Physical Chemistry and Instrumental Analysis are being offered.		
Third Year	CHEM 3301	CHEM 3302 CHEM 3371
Fourth Year	CHEM 2251  CHEM elective or	CHEM 4451 CHEM 4471 CHEM elective
<b>OR:</b>		
Third Year	CHEM 2251	CHEM 4451 CHEM 3371
Fourth Year	CHEM 3301	CHEM 3302

**LEARNING OBJECTIVES: BACHELOR OF SCIENCE DEGREE IN BIOCHEMISTRY**

Students who earn the B.S. degree with a major in Biochemistry will be appropriately competent in: core topics in chemistry, the language of chemistry, advanced studies in biochemistry, and laboratory skills.

**Core Topics:**

- atomic and molecular structure and chemical bonding
- equilibria and stoichiometry
- thermochemistry
- periodic relationships
- thermodynamics
- chemical dynamics
- quantum mechanics and spectroscopy
- recognition, structure, and reactivity of the major organic functional groups

**Language of Chemistry:**

- verbal, written, numerical and graphical communication of chemical concepts
- use of the chemical literature
- knowledge of the research process

**Laboratory Skills:**

- data organization and analysis
- techniques in biotechnology
- synthesis and characterization of organic compounds by physical and instrumental methods

**Advanced Studies:**

- biochemistry: biological molecules and metabolism
- elective advanced studies in allied fields of Biology and Psychology

**ASSESSMENT OF LEARNING OBJECTIVES**

Students who earn the B.S. with a major in Biochemistry will have demonstrated the attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry or Organic Chemistry and (2) Biochemistry. The passing score will be at or above the 40<sup>th</sup> percentile of the national norms for these exams or at an appropriate level, as determined by the Department of Chemistry, based on the accumulated data of the performance of LaGrange College students on these exams. The results that are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three (3) additional times prior to the time of the student's scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two (2) weeks following a previous examination.

**REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN BIOCHEMISTRY**

Students earn these competencies by pursuing the following Bachelor of Arts curriculum in

Biochemistry:

BIOL 1107, 1108 Principles of Biology	8 semester hours
CHEM 1101, 1102 General Chemistry	8 semester hours
CHEM 3201, 3202 Organic Chemistry	8 semester hours
CHEM 3311 Elements of Physical Chemistry	3 semester hours
CHEM 3371 Junior Seminar	1 semester hour
CHEM 4421, 4422 Biochemistry	8 semester hours
CHEM 4471 Senior Seminar	2 semester hours
MATH 2105 Pre-Calculus	4 semester hours
PHYS 1101, 1102	8 semester hours

In addition, Bachelor of Science Biochemistry majors must take two classes from the following list:

BIOL 3321 Molecular Biology	BIOL 3322 Immunology
BIOL 3372 Molecular Biology	BIOL 3373 Genetics
BIOL 3374 Cell Physiology	BIOL 3376 Virology
CHEM 3351 Analytical Chemistry	CHEM4451 Analytical Chemistry
CHEM3311 Inorganic Chemistry	PSYC 4465 Biological Psychology

Research in Chemistry CHEM4900 may be substituted for one elective with advisor permission.

**Total: 57-58 semester hours**

Students are urged to seek advisement from a faculty member in the chemistry program prior to or early in their first semester. The **scheduling** of the B.S. curriculum is important, as Elements of Physical Chemistry (CHEM 3311) is offered alternate years. To be prepared to take Elements of Physical Chemistry sequence, students must complete the mathematics requirements and PHYS1101 prior to the term in their Junior or Senior year that CHEM3311 will be offered. The following is a typical sequence of courses for the B.S. Biochemistry degree:

	Fall	Spring
<b>First Year</b>	General Chemistry I (CHEM1101)	General Chemistry II (CHEM1102)
	Pre-Calculus (MATH 2105)	
<b>Second Year</b>	Organic Chemistry I (CHEM 3201) General Biology I (BIOL 1107)	Organic Chemistry II (CHEM 3202) General Biology II (BIOL 1108)
<b>Third Year</b>	Intro. Physics I (PHYS 1101) Upper level Elective	Intro. Physics II (PHYS 1102) El. Physical Chemistry (CHEM3311)

		Junior Seminar (CHEM 3371)
<b>Fourth Year</b>	Biochemistry I (CHEM 4421) Upper Level elective	Biochemistry II (CHEM 4422) El. Physical Chemistry (CHEM3311)
		Senior Seminar (CHEM 4471)

Note that Elements of Physical Chemistry (CHEM3311) is listed twice as it is offered in alternating years. PHYS1101 must be completed prior to taking CHEM3311.

*LEARNING OBJECTIVES: BACHELOR OF ARTS DEGREE IN CHEMISTRY*

Students who earn the Bachelor of Arts degree with a major in Chemistry will be appropriately competent in: core topics in chemistry, the language of chemistry, and an appropriate selection of the following laboratory skills and advanced studies:

**Core Topics:**

- atomic and molecular structure and chemical bonding
- equilibria and stoichiometry
- thermochemistry
- periodic relationships
- thermodynamics
- chemical dynamics
- quantum mechanics and spectroscopy
- recognition, structure, and reactivity of the major organic functional groups

**Language of Chemistry:**

- verbal, written, numerical and graphical communication of chemical concepts
- use of the chemical literature
- knowledge of the research process

**Laboratory Skills:**

- data organization and analysis
- use of analytical instrumentation
- volumetric and gravimetric analytical theory and practice
- techniques in biotechnology
- synthesis and characterization of organic compounds by physical and instrumental methods

**Advanced Studies:**

- analytical instrumentation theory and application
- advanced inorganic chemistry,
- advanced organic chemistry
- biochemistry: biological molecules and metabolism

*ASSESSMENT OF LEARNING OBJECTIVES*

Students who earn the B.A. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry and (2) Organic Chemistry. The passing score will be at or above the 40<sup>th</sup> percentile of the national norms for these exams or at an appropriate level, as determined by the Department of Chemistry, based on the accumulated data of the performance of LaGrange

College students on these exams. The results that are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three (3) additional times prior to the time of the student's scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two (2) weeks following a previous examination.

*REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN CHEMISTRY*

Students earn these competencies by pursuing the following Bachelor of Arts curriculum in Chemistry:

CHEM 1101, 1102 General Chemistry	8 semester hours
CHEM 3201, 3202 Organic Chemistry	8 semester hours
CHEM 2251 Analytical Chemistry	4 semester hours
CHEM 3311, Elements of Physical Chemistry	3 semester hours
CHEM 3371 Junior Seminar	1 semester hours
CHEM 4471 Senior Seminar	2 semester hours
Chemistry electives	6-8 semester hours

Chemistry electives are normally 3000 or 4000 level classes in chemistry, but coursework outside of the chemistry may be substituted with approval of the major's chemistry advisor.

Required supporting courses include the following:

PHYS 1101, 1102 or 2121, 2122	8 semester hours
MATH 2105	4 semester hours

**Total: 44-46 semester hours**

The **scheduling** of the courses for the B.A. in Chemistry can be somewhat flexible. Students are urged to seek advisement from a faculty member in the chemistry program prior to or early in their first semester. The following are possible sequences to fulfill the requirements for the major:

	<b>Fall</b>	<b>Spring</b>
<b>First Year</b>	CHEM 1101 MATH 2221	CHEM 1102
<b>Second Year</b>	CHEM 3201 PHYS 1101 or 2121	CHEM 3202 PHYS 1102 or 2122
<b>Third Year</b>	CHEM elective	CHEM 3311 CHEM 3371
<b>Fourth Year</b>	CHEM 2251	CHEM elective

Junior- and senior-year sequence depends on which years Analytical Chemistry (CHEM2251) and Elements of Physical Chemistry (CHEM3311) are being offered.

**OR:**

**Third Year**    CHEM 2251

**Fourth Year**    CHEM elective

CHEM 4471

CHEM elective

CHEM 3371

CHEM 3311

CHEM 4471

Students may substitute CHEM3301 and CHEM3302 (Physical Chemistry) for CHEM3311 (Elements of Physical Chemistry) and one upper level elective.

Pre-Professional Students should meet with the appropriate Pre-Professional Advisor as well as a faculty member of the Chemistry Program to plan their schedules.

**LEARNING OBJECTIVES: BACHELOR OF ARTS DEGREE IN BIOCHEMISTRY**

Students who earn the B.A. degree with a major in Biochemistry will be appropriately competent in: core topics in chemistry, the language of chemistry, advanced studies in biochemistry and laboratory skills. :

**Core Topics:**

- atomic and molecular structure and chemical bonding
- equilibria and stoichiometry
- thermochemistry
- periodic relationships
- thermodynamics
- chemical dynamics
- quantum mechanics and spectroscopy
- recognition, structure, and reactivity of the major organic functional groups

**Language of Chemistry:**

- verbal, written, numerical and graphical communication of chemical concepts
- use of the chemical literature
- knowledge of the research process

**Laboratory Skills:**

- data organization and analysis
- techniques in biotechnology
- synthesis and characterization of organic compounds by physical and instrumental methods

**Advanced Studies:**

- biochemistry: biological molecules and metabolism

*ASSESSMENT OF LEARNING OBJECTIVES*

Students who earn the B.A. with a major in Biochemistry will have demonstrated the attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry, (2) Organic Chemistry and/or (3) Biochemistry. The passing score will be at or above the 40<sup>th</sup> percentile of the national norms for these exams or at an appropriate level, as determined by the Department of Chemistry, based on the accumulated data

of the performance of LaGrange College students on these exams. The results that are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three (3) additional times prior to the time of the student's scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two (2) weeks following a previous examination.

**REQUIREMENTS FOR THE *BACHELOR OF ARTS DEGREE IN BIOCHEMISTRY***

Students earn these competencies by pursuing the following Bachelor of Arts curriculum in Biochemistry:

CHEM 1101, 1102 General Chemistry	8 semester hours
CHEM 3201, 3202 Organic Chemistry	8 semester hours
CHEM 3311 Elements of Physical Chemistry	3 semester hours
CHEM 3371 Junior Seminar	1 semester hour
CHEM 4421, 4422 Biochemistry	8 semester hours
CHEM 4471 Senior Seminar	2 semester hours
MATH 2105 Pre-Calculus	4 semester hours
PHYS 1101, 1102	8 semester hours
Suggested but not required Biology	8 semester hours
<b>Total: 42-50 semester hours</b>	

Students are urged to seek advisement from a faculty member in the chemistry program prior to or early in their first semester. The **scheduling** for the B.A. degree in Biochemistry is flexible. The following is a proposed schedule to meet the requirements for the degree. This degree provides a flexible yet strong program for the pre-health professional requirements.

	<b>Fall</b>	<b>Spring</b>
<b>First Year</b>		MATH 1221
	CHEM 1101	CHEM 1102
<b>Second Year</b>	CHEM 3201	CHEM 3202
<b>Third Year</b>	PHYS 1101	PHYS 1102
		CHEM 3311
		CHEM 3371
<b>Fourth Year</b>	CHEM 4421	CHEM 4422
		CHEM 3311
		CHEM 4471

Note that CHEM3311 is listed twice as it may be offered only in alternating years.

Pre-Professional Students should meet with the appropriate Pre-Professional Advisor as well as a faculty member of the Chemistry Program to plan their schedules.

For student not planning to attend graduate or professional school, the Biochemistry Major may be started in the sophomore year

	Fall	Spring
<b>First Year</b>		MATH 1221
<b>Second Year</b>	CHEM 1101	CHEM 1102
<b>Third Year</b>	CHEM 3201	CHEM 3202
	PHYS 1101	PHYS 1102
		CHEM 3311
		CHEM 3371
<b>Fourth Year</b>	CHEM 4421	CHEM 4422
		CHEM 3311
		CHEM 4471

#### *MINOR*

A **minor** in Chemistry shall consist of General Chemistry I &II (CHEM 1101&1102) , Organic Chemistry I&II (CHEM3201&3202) and two (2) additional Chemistry courses from the following: Analytical Chemistry (CHEM 2251), Physical Chemistry (CHEM3301, 3302 or 3311), Inorganic Chemistry (CHEM3331), Advanced Organic Chemistry (CHEM4201), Biochemistry (CHEM4421, 4422) or Instrumental Analysis (CHEM 4451)

Pre-professional students should consider Advanced Organic Chemistry, Instrumental Analysis and Biochemistry as their options.

#### **Total: 22-24 semester hours**

Students must also demonstrate proficiency in general chemistry by passing the ACS General Chemistry Examination as stated above.

#### AWARDS

The **CRC Freshman Chemistry Award** is awarded annually on Honors Day to the student with the most outstanding achievement in the CHEM 1101-1102 General Chemistry sequence.

The **A.M. Hicks Award** for outstanding achievement in **organic chemistry** is awarded annually on Honors Day to the student taking organic chemistry who has attained the most outstanding record. The award is made in honor of Dr. A. M. Hicks, who was a long-time faculty member and chair of the department.

#### *COURSE DESCRIPTIONS (CHEM)*

Chemistry is a laboratory science, and the department views the laboratory experience as an essential component of those courses with an associated laboratory. Consequently, students must achieve a passing grade in each of the **lecture and laboratory** portions of the course to obtain a passing grade any course that has an integral laboratory.

#### **CHEM 1005 Survey of Chemistry (3 hrs lec. per week) (3)**

Selected topics in General Chemistry, Organic Chemistry and Biochemistry are studied during

this one semester course. Topics will include chemical equations, stoichiometry, chemical nomenclature, functional groups, and classification of biological molecules with a focus on enzymes. The course is appropriate for exercise science or allied health students where no further chemical study is anticipated.

*Prerequisites:* Math 1101 or placement into Math 2105 or higher

**CHEM 1101 General Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall**

A study of the foundations of chemistry, including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, and thermochemistry.

*Prerequisite:* MATH 1101 or placement in MATH 2105 or higher

**CHEM 1102 General Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring**

A continuation of CHEM 1101; a study of the gas, liquid, and solid phases, chemical thermodynamics, kinetics, equilibria, acid/base equilibria, oxidation-reduction reactions, and electrochemistry.

*Prerequisites:* CHEM 1101

**CHEM 2251 Analytical Chemistry. (3 hrs. lec., 3 hrs. lab per week) (4) Fall (odd years)**

A study of the theory and practice of quantitative analysis. This course will cover methods that include gravimetric, titrimetric, compleximetric and redox methods for analysis of samples. It will also include topics on sampling, standardization and statistical treatment of data and error. A special emphasis will be placed on aqueous equilibria and acid-base methods. Laboratory exercises complimentary to these topics will be included.

*Prerequisite:* CHEM 1102

**CHEM 3201 Organic Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall**

A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature, and reactivity of various classes of organic compounds, including aromatic compounds.

*Prerequisite:* CHEM 1102

**CHEM 3202 Organic Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring**

A continuation of CHEM 3201, including spectroscopy, synthesis, carbonyls, and biomolecules.

*Prerequisite:* CHEM 3201

**CHEM 3301 Physical Chemistry: Thermodynamics and Chemical Kinetics  
(3 hrs. lec., 3 hrs. lab per week) (4) Fall (even years)**

A study of the basic principles of physical chemistry, including the properties of gases, kinetic theory of gases, thermodynamics, thermochemistry, changes of state, phase rules, electrochemistry, and chemical kinetics.

*Prerequisites:* CHEM 3202 or permission of instructor,  
MATH 2222, PHYS 1101 or PHYS 2121

**CHEM 3302 Physical Chemistry: Chemical Dynamics and Quantum Mechanics.  
(3 hrs. lec., 3 hrs. lab per week) (4) Spring (odd years)**

The study of basic principles of physical chemistry, focusing on gas kinetics, chemical dynamics, quantum mechanics, and atomic and molecular spectroscopy.

*Prerequisites:* MATH 2222, PHYS 1102 or PHYS 2122

**CHEM 3311 Elements of Physical Chemistry. (3 hrs. lec. per week) (3) Spring (even years)**

An overview of thermodynamics, chemical dynamics, and quantum chemistry taught at the algebra level and including applications to biological systems.

*Prerequisites:* CHEM 3202 or permission of instructor, MATH 2105 or placement in MATH 2221, PHYS 1101 or PHYS2121.

**CHEM 3331 Inorganic Chemistry. (3 hrs. lec. per week) (3) Spring of Odd Years**

An in-depth examination of atomic and molecular structure with a focus on inorganic molecules and complexes. Point Group Symmetry concepts will be introduced and applied.

*Prerequisite:* CHEM3201 (Organic Chemistry I)

**CHEM 3371 Junior Seminar. (1 hrs. class per week) (1) Spring**

A course that acquaints the student with the chemical literature as well as presentation and discussion of scientific data and information. In addition, students explore career opportunities, prepare a portfolio, and develop career plans. **Note:** Course is graded on a **pass/no credit** basis.

*Prerequisite:* junior standing

**CHEM4201 Advanced Organic Chemistry. (3 hrs. lec. per week) (3) Fall**

CHEM4201 is an extension of the study of organic chemistry as begun in the CHEM3201-3202 series, with the addition of special topics of interest for organic chemists not covered in that series.

*Prerequisite:* CHEM 3202

**CHEM 4421 Biochemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall**

An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function, and an introduction to metabolism and bioenergetics.

*Prerequisite:* CHEM 3202 or permission of instructor

**CHEM 4422 Biochemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring**

A continuation of CHEM 4421, with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry.

*Prerequisite:* CHEM 4421

**CHEM 4451 Instrumental Analysis. (3 hrs. lec., 3 hrs. lab per week) (4) Spring (even years)**

A study of the basic instrumentation used for the quantitative and qualitative analysis of organic and inorganic compounds. This course examines the major instrument types used for this purpose, highlighting instrument design and operation, sampling and the interpretation of output.

*Prerequisite:* CHEM 3201 or consent of the instructor

**CHEM 4471 Senior Seminar. (2 hrs. class per week) (2) Spring**

A capstone course that is thematic. Emphasis is on integration of the student's experience in chemistry and the presentation of chemical literature in seminar and written form.

*Prerequisite:* senior standing

**CHEM 4800 Special Topics. (1-4 hours) on demand**

A "special topic" course that may be designed to provide the student with exposure to topics and concepts not covered in the regular course offerings.

**CHEM 4900 Independent Study. (1-4 hours) on demand**

This course can vary and may be used to satisfy the research requirement for the B.S. major and provide research experience for B.A. majors.

## FOUNDATION AND INTEGRATIVE STUDIES COURSES

### *COURSE DESCRIPTIONS (CORE)*

#### **\*CORE 1101 Cornerstone I. (3) Fall**

Cornerstone is designed to help students manage the complex personal, professional, and academic aspects of becoming responsible for their own college educations. Students will make connections across disciplines, examine a significant text, and collaborate to develop critical thinking, creative problem-solving, and communication skills. Student learning outcomes support Ethos programmatic goals related to information literacy, modes of inquiry, and global citizenship.

#### **\*CORE 1102 Cornerstone II. (1) Spring**

Drawing on the themes and discussions from CORE 1101, CORE 1102 focuses on a semester-long reading, project, performance or other substantial activity. Students remain with their Cornerstone professor for both courses, strengthening student/faculty relationships while further examining the principle pillars/values that underpin life at LaGrange College.

*Prerequisite:* CORE 1101

\*Transfer students with 30 or more earned hours may be exempted from the CORE 1101/1102 requirement.

#### **CORE 1140 Computer Applications. (1) Fall and Spring**

Mathematical techniques and computer methods with spreadsheets are used in the development of quantitative reasoning skills. These techniques are examined in the contexts of business and economics and of sustainability through managing one's personal finances.

*Prerequisite:* MATH 1101 or higher

#### **CORE 2001 Humanities: Ancient through Medieval Age. (3) Fall and Spring**

This course focuses on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The course balances the instructor's selected academic theme with a common set of assignments and academic skill sets. The period from the emergence of human history to 1660 is covered in this course. Students confront primary and secondary source materials in order to gain a historical consciousness.

*Prerequisites:* ENGL 1102

#### **CORE 2002 Humanities: Renaissance to the Present. (3) Fall and Spring**

This course focuses on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The course balances the instructor's selected academic theme with a common set of assignments and academic skill sets. The period from 1660 to the present is covered in this course. Students confront primary and secondary source materials in order to gain a historical consciousness.

*Prerequisite:* ENGL 1102

#### **CORE 3001 The American Experience. (3) Fall and Spring**

This course focuses on the social structure, economics, politics, and culture of the United States. It examines many of the common assumptions about American society, especially meritocracy, freedom, and "justice for all." In addition, the course considers issues of sustainability and how they have shaped America's past and present and will continue to shape

its future.

*Prerequisites:* CORE 2001 or CORE 2002

***The following courses do not count for Ethos requirements but may be taken as electives.***

**CORE 1130 Introduction to Distance Learning. (1)**

A brief introduction to all things pertinent to distance learning for students matriculating through LaGrange College. Topics include: the LaGrange College course management system; Google Drive, calendar, basic time/task management practices; the CMS messaging tool, electronic communication protocols, instant messaging, and Google chat videoconferencing tools; minimum hardware and software requirements; and elements of LaGrange College life (athletics, the Library, advising, tutoring, the registrar, and spiritual life).

**CORE 1135 Introduction to Computing Technology. (1)**

A brief introduction to all things pertinent to computing for students matriculating through LaGrange College. Topics include basic computing topics including operating systems and basic commands; use of MS Office (Word and PowerPoint) and Google Drive; basic video (YouTube, webcams, and video-conferencing); malicious software; and basic computing hardware requirements.

## **DIGITAL CREATIVE MEDIA AND FILM**

### **INTRODUCTION**

The Bachelor of Arts degree in Digital Creative Media and Film prepares and equips students for entry-level positions within the film, media, entertainment, and broadcast industries, as well as for positions in creative worship and church media production. The curriculum allows students to be broadly based in the creative and technical arts as well as giving them the opportunity to create concentration tracks of their own from the available elective courses as found in the Fine and Performing Arts, Business, and English curricula.

The Digital Creative Media and Film curriculum is centered on the creative and post production techniques that are used in:

- Film and Television production
- Documentary, Advertising, and Promotional Production
- Music Video Production
- Sound Design
- Recording Studio Audio Engineering
- Live Location Audio and Audio Post Production
- Cell, Stop-Motion, and Computer Animation
- Corporate and Industrial Video Production
- Experimental and Non-Traditional Media genres

*The LaGrange College Digital Creative Media and Film program is designed to:*

- Develop creative and critical thinkers who are capable of communicating in culturally engaging ways.
- Develop liberal arts values of relevant scholarship, effective presentation, and creative collaboration, all of which are hallmarks of the challenging and nurturing environment of the Digital Creative Media and Film degree program.
- Educate and prepare its students to be professionally competitive while demonstrating intelligence and ethical values that include a life-long pursuit of excellence.

### **PROGRAM OBJECTIVES**

The LaGrange College Digital Creative Media and Film program strives to:

- provide a well-rounded curriculum that prepares majors for graduate study, employment in their chosen field, and/or vocational pursuits.
- provide collaborative opportunities for peer-to-peer as well as faculty-student research.
- provide opportunities for all students to develop an awareness and understanding of their chosen field as an integral part of the human experience.

### **STUDENT LEARNING OUTCOMES**

Upon completion of a Digital Creative Media and Film degree, a student should be able to:

- demonstrate a broad range of film and video production and post-production techniques.
- demonstrate the ability to synthesize ideas and techniques in creative expression.
- demonstrate appropriate facility with the tools and techniques of their chosen field that can result in ongoing participation in artistic and professional endeavor.

### *FACILITIES AND RESOURCES*

The LaGrange College West Side Film and Recording building includes a modern 150-seat recital hall, a suite of mixing and editing rooms, acoustically treated studios, spacious smart classrooms, dedicated ensemble rehearsal rooms and a live recording studio and control room. This facility also features video staging and shooting rooms with grid lighting, a Chroma key wall and a dedicated project workroom for stop-motion animation and detailed videography.

### *REQUIREMENTS FOR DIGITAL CREATIVE MEDIA AND FILM MAJOR (Total 120 hours)*

- **CORE (43\*)**

*\*Fine Arts CORE Elective met by one of the following courses: ARTD 1151, 1152, 1153; MUSI 1100, 1101, 1105, 1107; THEA 1180, 1286*

- **Interim Term (9)**

- **Free Electives (14)**

- **DCMF Foundations (15)**

ARTD 1151 — Drawing I (3)

MUSI 1100\* — Music Fundamentals (3)

MUSI 2390 – Audio Engineering (3)

MUSI 3369 – New Media (3)

THEA 3381 — Lighting Design (3)

- **DCMF Electives (21 selected from the following list)**

ARTD 1152 2-D Design (3)

ARTD 1153 3-D Design (3)

ARTD 2224 Documentary Photography (3)

ARTD 3222 Digital Imaging (3)

ARTD 2281 Animation I (3)

ARTD 2282 Animation II (3)

ARTD 3281 Digital Ink and Paint (3)

ARTD 3282 Stop Motion Animation (3)

MUSI 1101 Theory 1 (3)

MUSI 1102 Theory 2 (3)

MUSI 1105/06 Applied (1 ea)

MUSI 3105/06 Applied (2 ea)

MUSI 1107/08 Ens. (1 each)

THEA 1180 Stagecraft (3)

THEA 1286 Makeup (3)

THEA 2110 Intro to Design (3)

THEA 2330 Script Analysis (3)

THEA 3385 Costume Design (3)

THEA 3390 Adv Stagecraft (3)

ENGL 3303 Advanced Composition (3)

ENGL 3306 Creative Writing Workshop (poetry) (3)

ENGL 3308 Creative Writing Workshop (fiction) (3)

MGMT 1101 Contemporary Business Issues (3)

MGMT 2200 Foundations of Business (3)

MGMT 4401 Foundations of Entrepreneurship (3)

- **DCMF Advanced courses (18)**

DCMF 3001 Audio Techniques for Film, Video & TV (3)

DCMF 3002 Techniques of Video Production (3)

DCMF 3003 Script Writing (3)

DCMF 4460 Production Project (3) – *junior or senior year, resulting in a public presentation of completed project*

DCMF 4470 Internship (1-3)

DCMF 4488 Senior Capstone Project (3) – *seniors only, resulting in a public presentation of completed project*

## ***REQUIRED FOUNDATIONS AND ADVANCED COURSES FOR DCMF DEGREE***

### **ARTD 1151 Drawing I. (3) Fall**

A course in the fundamentals of perceptual drawing or drawing from observation. Topics include shading, line, perspective and composition.

### **MUSI 1100 Music Fundamentals. (3) Fall**

Provides an introduction to elementary music theory to build basic music competency. Topics include scales, key signatures, staff notation, clefs, rhythm, meter, intervals and general music terminology.

### **MUSI 2390 Audio Engineering. (3) Fall**

Classroom instruction in digital and analog audio engineering. Recording console operation, microphone placement and usage, mixing, tape based and hard disc recording, mastering, CD burning and trouble-shooting.

### **MUSI 3369 New Media. (3) Spring**

Advanced DAW operations for use in soundtrack development and manipulation, music for various con-temporary and commercial media, and hybrid Analog/Digital music applications. Introductory work with video editing, video effects processing, and video presentation.

*Prerequisite:* MUSI 2390 (Audio Engineering)

### **DCMF 3001 Audio Techniques of Film, Video, and Television (3)**

This advanced Digital Creative Media and Film CORE course focuses on production and post-production techniques for audio as used in film and video production, TV, and in various digital media. These techniques include sound design, Foley, SFX, NAT sound, A.D.R., music layback, environmental synthesis, and digital encoding.

*Prerequisite:* MUSI 2390 Audio Engineering

### **DCMF 3002 Techniques of Video Production (3)**

This advanced Digital Creative Media and Film core course focuses on the production and post-production techniques for the creation of short films, art films, music videos, industrial and corporate presentations, edu-tainment, and video documentation

*Prerequisites:* MUSI 3369 New Media and THEA 3381 Lighting Design

**DCMF 3003 Script Writing (3)**

This course is designed to introduce students to the fundamentals of writing for visual media. Students will concentrate on developing concepts and scripts for a variety of specific audiences and formats including film, television, online, advertising and educational media.

**THEA 3381 Lighting Design. (3)**

A study of the lighting design process. Students will apply the principles of design to lighting through intense practical assignments.

*Prerequisite:* THEA 2110 or ART 1151

**DCMF 4470 Internship. (1-3) Fall, Interim, Spring**

A supervised, practical “real world” experience in a professional off-campus environment. May be repeated for credit.

**DCMF 4460 Production Project. (3)**

This Production Project course will be taken in the junior or senior year and will result in the completion and presentation of a major creative work or works. Production teams will be formed from the enrolled students of this course that may also include collaborators, production assistants, and talent from outside the enrolled class. This course may be repeated for elective credit.

**DCMF 4488 Capstone. (3)**

The Capstone course in Digital Creative Media will result in a public screening of selected final projects from the enrolled student that will be accompanied by a written defense. The DCMF faculty must approve the projects that are selected for presentation.

*ELECTIVES FOR DCMF DEGREE, 21 HOURS MUST BE SELECTED FROM THE FOLLOWING LIST:*

***ART AND DESIGN*****ARTD 1152 2-D Design. (3) Spring**

A study of the basic design elements and principles. Emphasis will be on creative problem solving and development of unified designs. A study of color theory and relationships is included.

**ARTD 1153 3-D Design. (3) Fall**

This course is an introduction to making objects occupying a three-dimensional space. Students will become proficient with the terminology, methodology, tools, and techniques used in art making. Various materials will be introduced and used to construct forms, which will function both aesthetically and structurally. Craftsmanship, creative thought, and the transformation of ideas into form will be emphasized.

**ARTD 2224 Documentary Photography.(3) Spring**

A course in documentary photography in which the student is assigned projects to illustrate narrative issues relevant to contemporary social concerns utilizing both silver and digital-based

materials. An introduction to the history of documentary photography and the study of the stylistic techniques of contemporary photojournalism will also be included.

**ARTD 2281 Animation I. (3)**

Fall In this exercise-based course the student will develop the skills to create compelling animation through traditional techniques within a digital format. Special emphasis will be placed on familiarity and execution of the 12 Basic Principles of Animation. Students will be introduced to various forms of animation, the history of the art form, the industry, and the language of animation and film.

**ARTD 2282 Animation II. (3) Spring**

In this exercise-based course the student will build upon skills and concepts from Animation I to strengthen their mastery of the art of animation.

*Prerequisite:* ARTD 2281 (Animation I)

**ARTD 3222 Digital Imaging. (3) Fall**

A course dealing with the art of computer technology, with emphasis on photographic image manipulation. Emphasis will be placed on developing creative personal imagery. Access to a digital camera is necessary.

**ARTD 3281 Digital Ink and Paint. (3) Fall**

The student will carry out exercises and develop a final project using Adobe Flash as a traditional animation coloring and animation system. Industry standards will be emphasized.

*Prerequisite:* ARTD 2281

**ARTD 3282 Stop Motion Animation. (3) Spring**

The student will study different forms, methods and techniques of Stop Motion animation while learning to design, build and animate armature-based Stop Motion models.

**MUSIC**

**MUSI 1101 Theory 1. (3) Fall**

This course focuses on basic elements of music theory and is designed to provide the student with an elementary understanding of music theory. Topics include: scales, key signatures, simple and compound meters, intervals, triads, and seventh chords. Some lab time will be de-voted to Internet music resources and notation using MuseScore. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

*Prerequisite:* Theory Placement Exam

**MUSI 1102 Theory 2. (3) Spring**

Continuation of MUSI 1101. This course focuses on Diatonic Harmony and is designed to extend the student's elementary understanding of music theory. Topics include: elementary counter-point, elementary part writing, secondary dominants, secondary diminished seventh chords. Some lab time will be devoted to Internet music resources and notation using MuseScore. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

*Prerequisite:* MUSI 1101

**MUSI 1105-1106      Applied Lessons. (1) Fall and Spring**

Individual instruction in the student's choice of instrument or voice to develop technical proficiency, repertoire knowledge, and performance skills. May be repeated for credit.

*Prerequisite:* audition and authorization by the chair

Section A – Voice

Section B – Piano

Section C – Organ

Section D – Guitar (Classical and Contemporary)

Section E – Percussion

Section F – Brass/Woodwinds

Section G – Composition

Section H – Strings

Section I - Saxophone

Section J – Flute

Section K - Trombone

**MUSI 1107-1108      Ensemble. (0-1) Fall and Spring**

Performance organization(s) providing ensemble experience. May be repeated for credit.

Performance ensembles may include LaGrange College Chamber Choir, LC Marching Band, LC Concert Band, LC Percussion Ensemble, and Guitar Ensemble.

*Prerequisite:* Audition or permission of Instructor.

**MUSI 3105-3106      Applied Lessons. (2) Fall and Spring**

This course is a continuation of private instruction begun in MUSI 1105-1106 and may be repeated for credit.

*Prerequisite:* Audition and authorization by the Program Coordinator.

Section A – Voice

Section B – Piano

Section C – Organ

Section D – Guitar (Classical and Contemporary)

Section E – Percussion

Section F – Brass/Woodwinds

Section G – Composition

Section H – Strings

Section I - Saxophone

Section J – Flute

Section K - Trombone

**THEATRE ARTS**

**THEA 1180      Stagecraft. (3)**

A course designed to provide the student with theoretical and working knowledge of technical theatre. An emphasis is placed on the fundamental techniques and processes used in theatre productions. Students work on a departmental production.

**THEA 1286 Makeup for the Stage. (3)**

A study in the theories and application of stage makeup. Topics may include corrective, old age, and character makeup, as well as prosthetics.

**THEA 2110 Introduction to Design. (3)**

This course introduces students to the fundamental elements of the design process, with emphasis on script analysis, visual communication, and creative expression.

**THEA 2330 Script Analysis. (3)**

A study of major genres of dramatic literature designed to provide the director, actor, designer, dramaturge, and/or technician with basic guidelines for text analysis. Students develop and utilize skills to thoroughly analyze text.

**THEA 3385 Costume Design. (3)**

A course that acquaints students with the basic skills needed to design theatrical costumes. Students will focus on research methods and rendering techniques to create a diverse portfolio of work.

*Prerequisite:* THEA 2110 or ARTD 1151

**THEA 3390 Advanced Stagecraft. (3)**

Students will apply the principles of stagecraft to rigorous practical assignments intent on developing fine craftsmanship skills. This project-based course will provide opportunities for woodworking, metal work, and technical design.

*Prerequisite:* THEA 1180

**ENGLISH Prerequisite to the 3000 or 4000 level courses: ENGL 1102****ENGL 3303 Advanced Composition. (3)**

This course is open to all students, regardless of major, who are interested in producing nonfiction prose that is exemplary for its clarity and finesse. Providing each other with feedback in classroom workshops, students write an interview; a critique of the fine arts; a humor piece; a travel piece; a piece on science, technology, or sports; and a memoir.

**ENGL 3306 Creative Writing Workshop (poetry). (3) Spring 2017**

An advanced course in imaginative writing. Professional models studied, but student writing is emphasized.

**ENGL 3308 Creative Writing Workshop (fiction). (3)**

An advanced course in imaginative writing. Professional models studied, but student writing is emphasized.

**BUSINESS****MGMT 1101 Contemporary Business Issues. (3) On demand**

Students will experience an introduction to current business topics using active learning and ethical reasoning skills. Students will be exposed to a variety of situations and cases that will encourage thinking like a business person.

**MGMT 2200 Foundations in Business. (3)** Fall and Spring

The course provides an introduction to the functional areas of business as students work through a series of situations in a computer simulation. Working in teams, students problem-solve and make decisions in management, accounting, operations, and marketing that affect the viability of the BizCafe 129 coffee shop, thereby gaining insights into the opportunities and challenges that confront business owners.

**MGMT 4401 Foundations of Entrepreneurship. (3)** Spring

A study of the application of the science of management to the development and management of the small business enterprise. Opportunities, characteristics, and problems with the small business will be evaluated. Students will be required to develop a business plan for a small business, and when possible, students will be given an opportunity to work on special projects with small businesses in the community. The class requires active participation by students in and out of the classroom.

*Prerequisite:* MGMT 2200

## EDUCATION

### INTRODUCTION

The Education program offers several initial teacher preparation routes: Bachelor of Arts programs in Early Childhood (PK – 5th) and Music Education (K-12), and a Master of Arts in Teaching program for both Middle Grades and Secondary Education. In addition, the Education Studies program offers coursework in education for those who are not seeking an initial teaching certificate. The Education Department also offers a Teaching minor, TESOL major, and TESOL minor. The Master of Education in Curriculum and Instruction and the Education Specialist in Teacher Leadership programs are designed for those who already have a teaching certificate. See the *Education Graduate Bulletin* for more information on advanced programs.

The Education curriculum at LaGrange College serves four (4) basic purposes:

- to provide for the development of professional knowledge, skills, and dispositions that are essential for the teaching profession;
- to provide planned and carefully guided sequences of field experiences (this requires that all students meet with their advisors before making any work plans);
- to provide initial preparation programs in Early Childhood at the undergraduate level, and a Master of Arts in Teaching initial preparation program for middle and secondary grades, all of which are fully accredited by the Southern Association of Colleges and Schools and the Georgia Professional Standards Commission; and
- to provide an alternative program in education at the undergraduate level that does not lead to teacher certification.

### LEARNING OBJECTIVES

#### *Approved Program in Early Childhood*

Candidates completing a B.A. in Early Childhood Education will:

- develop a thorough understanding of the social, intellectual, physical, and emotional development of children;
- identify the nature of learning and behaviors involving children;
- construct a curriculum appropriate to the needs of children;
- utilize existing knowledge about parents and cultures in dealing effectively with children;
- gain a thorough knowledge of the fundamental concepts of appropriate disciplines and how to relate them to children;
- identify and implement differentiated teaching strategies in lessons designed for elementary students;
- understand diagnostic tools and approaches for assessing students at all levels and how to remediate learning problems in the various disciplines; and
- develop their maximum potential through the provision of a succession of planned and guided experiences.

#### *Non-Certification Program in Educational Studies*

Candidates completing a B.A. in Educational Studies will:

- develop a thorough understanding of the social, intellectual, physical, and emotional development of children;

- identify the nature of learning and behaviors involving children;
- construct a curriculum appropriate to the needs of children;
- utilize existing knowledge about parents and cultures in dealing effectively with children;
- gain a thorough knowledge of the fundamental concepts of appropriate disciplines and how to relate them to children;
- identify and implement differentiated teaching strategies in lessons designed for elementary students; and
- understand diagnostic tools and approaches for assessing students at all levels and how to remediate learning problems in the various disciplines.

#### *ASSESSMENT OF LEARNING OBJECTIVES*

The Georgia Professional Standards Commission requires that the Department of Education use technology to show that all candidates have met specific standards. To cover the cost of the software used for individual candidate performance, portfolio development, and data collection, a \$130 subscription fee is assessed in the spring sophomore course, EDUC 4459 Special Needs and Exceptional Children. While in the program, candidates will be assessed for knowledge of the content standards with Content Diagnostic Assessments throughout the program. Only two attempts are permitted for post content diagnostic. There shall be a 30-day time period between attempts. If candidates are unable to pass a content diagnostic after the second attempt, they will be enrolled in the course EDUC 4490S before beginning the second semester of clinical practice (senior year). Failure to pass content diagnostics by the end of the second semester of senior year will result in a change of major to Education Studies. If candidates obtain a passing score of 70% or more on all five of the content diagnostic assessments, permission will be granted to take the GACE content assessment. Candidates majoring in Early Childhood Education must pass the *GACE Early Childhood Education Test I & II* as a program completion requirement. Candidates majoring in Music Education must pass the *GACE Music Assessment as a program completion requirement*.

#### *ADDITIONAL CHARGES INCURRED DURING PROGRAM OF STUDY*

Teacher candidates are required to complete GACE exams for admissions and recommendation for certification. GACE fees are the responsibility of the student and are payable through the GACE testing website. Please consult the GACE website for current fees.

The Georgia Professional Standards Commission requires that each teacher candidate complete two Ethics assessments with Educational Testing Service (ETS). Each assessment has a \$30 fee, payable to ETS (online). The Ethics Entry Exam must be completed during EDUC 1199 (Foundations), and the Ethics Exit Exam must be passed before recommendation for certification.

*Junior and Senior undergraduate early childhood candidates and music education candidates will use Advanced Feedback, a video observation platform, to receive feedback from professors and supervisors regarding classroom instruction in the field. This technology will also be used in class as students will collaborate around video to enrich learning. Each year, a fee of \$150 will be assessed and is payable upon registration for the following courses EDUC 4360 and EDUC*

*4490 (subject to change). EDUC 4360 and EDUC 4490 for early childhood majors or MUED 3000 and MUED 4110 for music education majors (subject to change).*

During the final semester of the program of study, all teacher candidates must submit an edTPA portfolio and receive a passing score for recommendation for teacher certification. Each submission of the edTPA portfolio has a fee of \$300 (subject to change). This fee is assessed by the state-selected vendor and is payable upon submission of the portfolio.

#### *ADMISSION TO UNDERGRADUATE TEACHER EDUCATION*

Students intending to complete a Bachelor of Arts program in Education make formal application to the Teacher Education program.

The following are required for entrance into an undergraduate program:

- a passing score on the GACE Program Admissions Assessment or exemption;
- completion of the Georgia Educator Ethics Entry Assessment;
- applied for and/or received a pre-service teaching certificate;
- a GPA of 2.5 or better;
- submission of an application to program;
- obtain liability insurance for duration of time in program;
- completion of a criminal background check showing no criminal record or a discharge from the armed services that would prevent teacher certification;
- verification of residency requirement; and
- approval from the Chair of the Education program.

All students must pass the Program Admissions Test before fall semester junior year in order to apply and receive the state-required pre-service certificate issued by the Georgia Professional Standards Commission. Any student who has not passed the Program Admissions Test before fall semester junior year will not be permitted to complete required program field experiences during fall semester.

If the Program Admissions Test has not been passed by spring course registration during the month of October (fall semester junior year), the student will be withdrawn from the Education Department.

Admission decisions may be appealed to the VPAA. *After admission to the program, a review occurs each semester for each candidate to determine retention in the Education program.*

All Education pre-service candidates have extensive field experiences each semester. Prior to senior year, they are in schools for a minimum of 7 hours each week. At the end of their junior year, rising seniors will complete a 3-5 day post-planning field requirement at their student teaching placement. During senior year for Clinical Practice I & II, which typically takes place in Troup County, candidates are in schools from the first day of pre-planning for the academic school year to the last day of classes at LaGrange College. Successful completion of field experiences is a program requirement.

Any transfer and/or pre-approved transient credits must completely satisfy a program requirement by the course syllabus and appropriate Georgia Professional Standards Commission rules.

### ***TEACHER CERTIFICATION***

The Education program offers a variety of programs that are approved by the Georgia Professional Standards Commission and lead to initial certification in Georgia. Candidates desiring to be certified upon completion of their programs should plan to work closely with their advisors since certification requirements are subject to change.

Upon successful completion of an approved initial preparation program (B.A. Early Childhood, B.A. Music Education, M.A.T. Middle Grades, and M.A.T. Secondary Education), and qualifying scores on the Georgia Competency Examination (GACE), the edTPA, and the Georgia Code of Ethics for Program Exit Assessment, candidates are eligible to receive an Initial Teacher Certification.

GaPSC-approved education program providers may recommend program completers for certification under the approved program in effect at the time the student was officially admitted to the program or the approved program in effect when the student successfully completes the program. Program completers must be recommended for certification within five years of completing an approved program. Completers seeking a recommendation for certification more than five years after completing a program will be denied or otherwise must meet requirements specified by the program provider to assure up-to-date knowledge in the field of certification sought.

### ***ETHOS REQUIREMENTS***

All candidates planning to complete approved programs in Education must satisfy the LaGrange College ETHOS requirements.

In addition to satisfying the ETHOS requirements, students pursuing a major in Education must complete the following major program requirements:

#### ***B.A. PROGRAM OF STUDY EARLY CHILDHOOD EDUCATION***

Early Childhood majors begin their program of study during the spring semester of their sophomore year. Because Early Childhood Education is a cohort program, it is imperative that interested students declare their intent to become early childhood certification candidates by following the above admission to teacher education procedures before fall registration in the spring of their freshman year.

<i>Fall Sophomore</i>	EDUC 1199	Foundation in Education	3
<i>Spring Sophomore</i>	EDUC 4459	Special Needs/Exceptional Children	3
	EDUC 3342	Child Development	3
<i>Fall Junior</i>	EDUC 3354	Fundamental of Reading Instruction I	3
	EDUC 3356	Integrating Specialty Areas	3
	EDUC 4360	Curriculum & Accountability	3
	MATH 3310	Mathematics for Early Childhood Education	3
	EDUC 4461	Diversity in Elementary Classroom I	1
<i>Spring Junior</i>	EDUC 3319	Math Methods	3
	EDUC 3355	Fundamentals of Reading Instruction II	3
	EDUC 4410	Approaches and Issues in Educational Assessment	3

	EDUC 4457	Social Studies Methods	3
	EDUC 4462	Diversity in Elementary Classroom II	1
<i>Fall Senior</i>	EDUC 3317	Science Methods	3
	EDUC 4356	Fundamentals in Reading Instruction III	3
	EDUC 4463	Diversity in Elementary Classroom III	1
	EDUC 4490A	Clinical Practice I	6
<i>Spring Senior</i>	EDUC 4449	Classroom Technology	3
	EDUC 4480	Senior Seminar	3
	EDUC 4490B	Clinical Practice II	6
	Total		60 Semester Hours
<i>Fall/Spring</i> 1	EDUC 4490S	Field Experiences Seminar	
	(Available to candidates who need to successfully complete certification requirements.)		

No additional coursework can be taken during the senior year without approval from the Chair of the Department of Education.

#### *ADMISSION TO CLINICAL PRACTICE*

Applications for clinical practice are due midterm in the semester prior to clinical practice. Clinical practice encompasses a full academic year where candidates are engaged in full-time teaching activities under the supervision of a classroom teacher. The Director of Field Placement evaluates applications for clinical practice and makes determination of approval based on academic readiness and satisfactory progress with program and college requirements. Decisions may be appealed to the Chair of the Department.

Candidates must pass all diagnostics tests before beginning the second semester of clinical practice (senior year).

Detailed requirements and information related to clinical practice can be found in the *LaGrange College Field Experience and Clinical Practice Handbook (FECPH)*.

#### *CERTIFICATION REQUIREMENTS*

To be eligible for initial teacher certification recommendation, teacher candidates must have successfully completed all program requirements. In addition, candidates must have a passing score on the appropriate GACE Content Examination(s), plus having passed the edTPA and the Georgia Educator Ethics assessment.

#### *POLICY FOR REMEDIATION OF INAPPROPRIATE DISPOSITIONS AND/OR INADEQUATE PERFORMANCE*

##### *Dispositions*

Because appropriate dispositions enhance teaching and learning, the Department of Education believes that candidates should project positive and productive attitudes toward students,

colleagues and professors. The term “appropriate dispositions” refers to positive attitudes, respect for the diverse characteristics of others, and taking grievances to the appropriate person in a professional manner. In the pursuit of knowledge of learning, childhood and society, appropriate dispositions reflect the candidates’ abiding respect for the intellectual challenges set before them by their professors. Teachers are committed intellectuals who value rigorous inquiry, critique and informed skepticism as ways to expand their ethical, cultural and intellectual universes. To engage in professional exchanges, committed teachers must demonstrate constructive dispositions at all times. If a classroom professor observes or becomes aware of inappropriate dispositions, then she or he will issue a written warning to the candidate. Upon the second time, the candidate will be required to attend a hearing before Education faculty for possible disciplinary action. At the discretion of the faculty, disciplinary action may result in a reduction in grade or, in severe situations, expulsion from the program. Appropriate dispositions are also expected and assessed during field and clinical experiences.

### *Performance*

Candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the *Field Experience and Clinical Practice Handbook (FECPH)* may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to meet the minimum scores on the PDP. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the *FECPH*.

### *COMBINED B.A. AND M.A.T. PROGRAM OF STUDY*

Undergraduate students who meet the admission requirements for the M.A.T (passing GACE Program Admissions Assessment or a combined SAT score of more than 1000 and completing the Georgia Code of Ethics for Educators Assessment) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering MAT cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

<i>First Summer I</i>	EDUC 6040	Foundations of Curriculum and Instruction (after 90 credit hours)	3
	EDUC 5000	Summer Field Experience	3
<i>First Summer II</i>	EDUC 5040	Affirming Diversity in the Classroom	3
<i>First Fall</i>	EDUC 6010	Assessment and Accountability	3
<i>Interim</i>			
<i>First Spring</i>	EDUC 5060	Students with Special Needs	3
<i>Second Summer I</i>	EDUC 6030	Reading in the Content Areas	3
	EDUC 6020	Educational Technology	3
<i>Second Summer II</i>	EDUC 5030B	Research in Curriculum and Instruction	3
<i>Second Fall</i>	EDUC 5030A	Research in Curriculum and Instruction	3
	EDUC 5700A	Clinical Practice I (formal observations)	4

<i>Second Spring</i>	EDUC 5700B Clinical Practice II (formal observations)	8
	Total	39 Semester Hours

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<i>Fall/Spring</i>	EDUC 5700S edTPA Seminar (Available to candidates who need to successfully complete certification requirements.)	1
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*B.A. EDUCATIONAL STUDIES (Non-Certification Program)*

**B.A. PROGRAM OF EDUCATION STUDIES**

B.A. Education Studies (non-certification program) is intended for those who wish to work with children and families in a variety of settings, considering graduate school or desiring positions in education that do not require state teaching certification. The Education Studies foundational curriculum includes coursework that examines educational psychology, child development and cultural diversity. In consultation with an academic advisor, the student may choose among academic tracks with foci on coaching and physical education, poverty studies, social/behavioral science, teaching English to students of other languages, or choose concentrations to prepare for matriculation into the Master of Arts in Teaching program. Although Education Studies is a non-certification program that does not lead directly to teacher certification, graduates may be eligible to teach abroad, teach in independent schools or enter post-baccalaureate, graduate or alternative certification programs. A student preparing for application to the Master of Arts in Teaching Middle Grades Education program should consult with the academic program coordinator to ensure that concentration area coursework satisfies the content requirements for Middle Grades Education.

**REQUIREMENTS FOR B.A. EDUCATION STUDIES:**

Students intending to complete a Bachelor of Arts program in Education Studies must make formal application to the program.

The following are required for entrance into an undergraduate program:

- a GPA of 2.0;
- submission of an application to program;
- transcript analysis; and
- approval from the Chair of the Education program.

The following is required for Education Studies majors prior to entering the final semester of the senior year:

- a GPA of 2.5 or better

The following are required for completion of the Education Studies program:

- an overall GPA of 2.5 or above; and
- completion of 42 credit hours of coursework (12 credit hours in Core Foundations in Education Studies plus 30 hours in a concentration area).

*Core Foundations in Education Studies (15 credit hours required)*

EDUC 1198 Introduction to Education. (3) Fall and Spring.

LAST 2010 Introduction to Second Language Acquisition. (3) Fall

PSYCH 3304 Educational Psychology. (3) Fall

EDUC 4461 Diversity in the Elementary Classroom I. (1) (every other Fall)  
 EDUC 4462 Diversity in the Elementary Classroom II. (1) Spring  
 EDUC 4463 Diversity in the Elementary Classroom III. (1) (every other Fall)  
 EDUC 3342 Child Development Practicum. (3) Spring

*Concentration Areas*

Choose two areas and satisfy the requirements for the minor in each area.

Coaching and Physical Education (15 credits)  
 Poverty Studies (15 credits)  
 Social/Behavioral Sciences (15 credits)  
 Teaching English to Students of Other Languages (15 credits)

or

*Pre-Master of Arts in Teaching track*

Choose two content areas. Accepted courses are determined by the student's Education Studies Academic Advisor and may not be used to satisfy general education requirements.

Mathematics (15 credits)  
 Science (15 credits)  
 English (15 credits)  
 Social Studies (15 credits)

***B.A. PROGRAM OF STUDY MUSIC EDUCATION***

This program of study is designed for students seeking careers as a school music teacher at the elementary, middle and/or high school levels. The course of study prepares future music teachers in all areas - instrumental, choral, and general music - and also prepares students for continued study at the graduate level. Students seeking this degree generally possess considerable prerequisite musical skill and ensemble experience.

Music Education majors begin their program of study during the spring semester of their sophomore year. Because Music Education is a cohort program, it is imperative that interested students declare their intent to become music education certification candidates by following the above admission to teacher education procedures before fall registration in the spring of their freshman year.

<i>Fall Freshman</i>	MUSI 1101	Theory I	3
	MUSI 1113	Ear Training I	1
	MUSI 1105/3105	Applied Music	1 or 2
	MUSI 1107	Ensemble	0 or 1
	MUSI 0999	Music Seminar	0
<i>Spring Freshman</i>	MUSI 1103	Piano I	1
	MUSI 1102	Theory II	3
	MUSI 1114	Ear Training II	1
	MUSI 1106/3106	Applied Music	1 or 2
	MUSI 1108	Ensemble	0 or 1

	MUSI 0999	Music Seminar	0
	MUED 2000	Brass Methods	1
	MUED 2030	Percussion Methods	1
	MUED 2040	Woodwind Methods	1
<i>Fall Sophomore</i>	MUSI 1104	Piano II	1
	MUSI 1110	Literature and Language of Music	3
	EDUC 1199	Foundation in Education	3
	MUSI 2201	Theory III	3
	MUSI 2213	Ear Training III	1
	MUSI 2203	Piano III	1
	MUSI 1105/3105	Applied Primary Instrument	1 or 2
	MUSI 1107	Ensemble	0 or 1
<i>Interim Sophomore</i>	MUSI 0999	Music Seminar	0
	MUED 3030	Introduction to World Music	3
<i>Spring Sophomore</i>	EDUC 4459	Special Needs/Exceptional Children	3
	EDUC 3342	Child Development	3
	MUSI 2202	Theory IV	1
	MUSI 2214	Ear Training IV	1
	MUSI 2204	Piano IV	1
	MUSI 1105/3105	Applied Primary Instrument	1 or 2
	MUSI 1108	Ensemble	0 or 1
	MUSI 0999	Music Seminar	0
<i>Fall Junior</i>	MUSI 3301	Music History I	3
	MUSI 1105/3105	Applied Primary Instrument	1 or 2
	MUSI 1107	Ensemble	0 or 1
	MUSI 3366	Basis of Conducting	3
	MUED 3000	Elementary Methods	3
	MUSI 1109	Voice OR Guitar Class	1
	EDUC 4461	Diversity in Elementary Classroom I	1
<i>Interim Junior</i>	MUED 3010	Instrumental Conducting <b>OR</b>	
	MUED 3020	Choral Conducting	3
<i>Spring Junior</i>	MUSI 3302	Music History II	3
	MUSI 1105/3105	Applied Primary Instrument	1 or 2
	MUSI 1108	Ensemble	0 or 1
	MUSI 0999	Music Seminar	0
	MUED 2010	Introduction to Music Technology	1
	MUED 2020	String Methods	1
	MUED 2030	Percussion Methods	1
	MUED 4100	Choral Methods	3
<i>Fall Senior</i>	EDUC 4462	Diversity in Elementary Classroom II	1
	MUSI 3105	Applied Music	2
	MUSI 4484	Recital	0
	MUSI 1107	Ensemble	0 or 1
	MUSI 0999	Music Seminar	0
	MUED 4110	Band Methods	3
	MUSI 3311	Advanced Theory	3

<i>Spring Senior</i>	EDUC 4463	Diversity in Elementary Classroom III	1
	EDUC 4449	Classroom Technology	3
	MUED 4475	Music Student Teaching	9
Total			95 Semester Hours

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<i>Fall/Spring</i>	EDUC 4490S	Field Experiences Seminar (Available to candidates who need to successfully complete certification requirements.)	1
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No additional coursework can be taken during the senior year without approval from the Chair of the Department of Education.

#### *ADMISSION TO CLINICAL PRACTICE*

Applications for clinical practice are due midterm in the semester prior to clinical practice. Clinical practice encompasses a semester in which music education candidates are engaged in full-time teaching activities under the supervision of a classroom teacher. The Director of Field Placement evaluates applications for clinical practice and makes determination of approval based on academic readiness and satisfactory progress with program and college requirements. Decisions may be appealed to the Chair of the Department.

Candidates must pass all diagnostics tests before beginning clinical practice (senior year).

Detailed requirements and information related to clinical practice can be found in the *LaGrange College Field Experience and Clinical Practice Handbook (FECPH)*.

#### *CERTIFICATION REQUIREMENTS*

To be eligible for initial teacher certification recommendation, teacher candidates must have successfully completed all program requirements. In addition, candidates must have a passing score on the appropriate GACE Content Examination(s), plus having passed the edTPA and the Georgia Educator Ethics assessment.

#### *POLICY FOR REMEDIATION OF INAPPROPRIATE DISPOSITIONS AND/OR INADEQUATE PERFORMANCE*

##### *Dispositions*

Because appropriate dispositions enhance teaching and learning, the Department of Education believes that candidates should project positive and productive attitudes toward students, colleagues and professors. The term “appropriate dispositions” refers to positive attitudes, respect for the diverse characteristics of others, and taking grievances to the appropriate person in a professional manner. In the pursuit of knowledge of learning, childhood and society, appropriate dispositions reflect the candidates’ abiding respect for the intellectual challenges set before them by their professors. Teachers are committed intellectuals who value rigorous inquiry, critique and informed skepticism as ways to expand their ethical, cultural and intellectual universes. To engage in professional exchanges, committed teachers must demonstrate constructive dispositions at all times. If a classroom professor observes or becomes aware of inappropriate dispositions, then she or he will issue a written warning to the candidate.

Upon the second time, the candidate will be required to attend a hearing before Education faculty for possible disciplinary action. At the discretion of the faculty, disciplinary action may result in a reduction in grade or, in severe situations, expulsion from the program. Appropriate dispositions are also expected and assessed during field and clinical experiences.

### *Performance*

Candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the *Field Experience and Clinical Practice Handbook (FECPH)* may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to meet the minimum scores on the PDP. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the *FECPH*.

### *EDUCATION SCHOLARSHIPS, AWARDS, AND GRANTS*

Qualified Education candidates may be eligible for TEACH grants. See “General Grants and Scholarships” in the Financial Aid portion of this *Bulletin* for details.

The Education program gives the following awards to outstanding Education majors during the annual Honors Day program:

*Jeanette Strickland Cook Scholarship* was established by the late Benjamin Lane Cook to benefit a teacher in the Troup County School System who desires to further his/her education at LaGrange College. The Scholarship Committee of the Education Department selects the recipient.

*Walter Malcolm Shackelford Award* was established in honor of Dr. Walter Malcolm Shackelford, who served LaGrange College for twenty-four years as both teacher and administrator. During his tenure, he directed the formation of new majors in elementary education and early childhood education. Always using a kind and listener-directed manner, he set a standard for teacher excellence at LaGrange College whose impact is still evident today. This award is presented to an Education major who demonstrates excellence in teaching. The Scholarship Committee of the Education Department selects the recipient.

*The Drs. Sharon and Don Livingston Outstanding Early Childhood Junior Annual Award* was established in 2019 by the Drs. Livingston to recognize a junior student who demonstrates accomplishments in areas of teaching, research, and service. The recipient should have an earned cumulative grade point average of 3.5 or higher and show promise to continue the work that benefits so many people who are touched by what teachers do.

*The Ethyl Ault Outstanding Service Award* was established in 2019 and is presented each year to a student pursuing a degree in an education-related field of study who exemplifies the character, spirit, and service of Professor Ault, a long serving faculty member in the Department of Education. Professor Ault dedicated over thirty years of her career teaching courses related to the specialty areas and to special education. In addition to her work at the college, Professor Ault was and remains actively involved in multiple service organizations

in the community and has been a long-time advocate for educational opportunities for students with specific learning needs.

The Education program gives the following awards based on financial need:

*Elizabeth Kelly Bradford Annual Scholarship* was established by the Drs. Peter and the late Dr. Sarah Beth Mallory in memory of her mother, an elementary teacher for 35 years, to provide scholarship assistance to a student demonstrating financial need and in good academic standing at LaGrange College. In awarding this scholarship, preference is given to students who indicate an intention to major in elementary education. The Financial Aid Office awards this scholarship.

*Julia Vernon Keller and William Wates Keller Endowment Fund* was established by Mr. and Mrs. William Wates Keller of LaGrange to provide scholarship assistance to deserving graduates of LaGrange High School who are majoring in education. The Financial Aid Office selects the scholarship recipient after consulting with the LaGrange College Department of Education.

*Peggy McElhanon Gordon Annual Scholarship Grant* was established by Jefferson Taylor Gordon, class of 1985, to provide a need-based grant to a student majoring in Education who is enrolled and in good academic standing. The Financial Aid Office awards the annual grant of \$1,000.

*Nancy Knight Stevens Endowed Scholarship Grant* was established by the late Robert Charles Stevens, class of 1971, in honor of his wife, Nancy Knight Stevens, class of 1971 and 1974, to provide a need-based grant to a student pursuing a degree in Education.

### ***TEACHING MINOR***

The teaching minor prepares undergraduates to teach in multiple contexts. While this program is ideal for candidates interested in entering a Master of Arts in Teaching (MAT) program in the future, this minor is also beneficial for students still considering teaching as a career path or those pursuing degrees in occupations that involve the teaching and/or preparation of children or adults in alternative as well as traditional classroom settings. This program consists of eighteen (18) hours of required coursework related to the field of education. The coursework provides foundational knowledge and skills related to teaching and learning. Additionally, the plan of study for this minor requires students to apply their knowledge and skills in an internship relevant to their professional goals and interests as part of the Senior Seminar in Educational Studies course. Completion of this minor does not lead to teacher certification but prepares students for pursuit of future teacher certification.

Below is a proposed course of study. Teaching minor candidates may take more than one course during a semester; however, the Department of Education would encourage a student interested in entering the MAT program upon graduation to begin the teaching minor during his/her first year.

Freshman Fall	EDUC 1198 Introduction to Education (Teaching)
Freshman Spring	TESL 1102 Testing and Assessment of English Language Learners
Sophomore Fall	TESL 1101 Teaching English to Second Language Learners.
Sophomore Spring	EDUC 3342 Child Development Practicum.
Junior Fall	EDUC 4461 Diversity in the Elementary Classroom I
Junior Spring	EDUC 4462 Diversity in the Elementary Classroom II
Senior Fall	EDUC 4463 Diversity in the Elementary Classroom III
Senior Spring	EDUC 4481 Senior Seminar in Education Studies

### *COURSE DESCRIPTIONS (EDUC)*

#### **EDUC 1198 Exploring Teaching. (3) Fall**

This course serves as an introduction to the teaching profession and the context in which teaching and learning occurs. Students explore the history of the teaching profession along with current events that affect teachers and the environments in which they operate. Focus is placed on the challenges and possibilities inherent to life in classrooms as students explore the profession from a historical and sociological perspective. (This course cannot replace EDUC 1199.)

#### **EDUC 1199 Foundation in Education. (3) Fall**

An introduction to teaching and learning. This course addresses teacher behavior, teacher roles, teacher ethics and experiences, historical perspectives, philosophical foundations, approaches to curriculum development, the politics of education, school governance, school funding and legal issues, school environments, and living and learning in a diverse society. This course is a prerequisite for admission to the Education program and includes an initial school visitation experience.

*Prerequisite:* criminal background check

#### **MATH 3310 Mathematics for Early Childhood Education. (3) Fall**

A study of topics in mathematics designed for future elementary school teachers that are aligned with current GACE standards. Teacher candidates will be expected to understand and apply knowledge in the following areas: counting and cardinality, operations and algebraic thinking, numbers and operations in base 10, fractions, measurement and data, and geometry.

#### **EDUC 3317 Science Methods. (3) Fall**

This course addresses science content, process skills, attitudes, and real-world applications that are developmentally appropriate for science and instruction. Effective teaching strategies that incorporate integrated and interdisciplinary approaches, technology, literature, multicultural education, and the Science Georgia Standards of Excellence are combined with theories of learning.

#### **EDUC 3319 Math Methods. (3) Spring**

The math methods course focuses on a constructivist approach to teaching and learning with emphasis on problem-solving, NCTM standards, and the Georgia Standards of Excellence. The course stresses mental mathematical exercises and activities with manipulatives that promote mathematical confidence in children. There is an extensive field experience that involves a

semester relationship with exemplary math teachers. Coursework involves implementation of the tenets that underlie the conceptual framework of the Education program.

**EDUC 3342 Child Development Practicum. (3) Spring**

A study of the principles of growth and development from conception through twelve (12) years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field will be emphasized during the study of each area of development. A nursery and preschool field experience is required.

**EDUC 3354 Fundamentals of Reading Instruction I. (3) Fall**

This course will serve as an introduction to reading instruction for teacher candidates. Topics included in this course will be: theories of reading development, children's literature appropriate for the young child and early literacy skills for Pre-K and Kindergarten students. IRA standards and the Georgia Standards of Excellence will provide a basis for lessons and field experiences in local schools.

**EDUC 3355 Fundamentals of Reading Instruction II. (3) Spring**

This course will prepare teacher candidates for teaching reading in the early elementary years (1<sup>st</sup>-2<sup>nd</sup> grade). Topics included in this course will be: phonics instruction, word recognition strategies, beginning comprehension strategies, children's literature appropriate for 1<sup>st</sup> and 2<sup>nd</sup> grade students, and an introduction to children's writing and the writing process. IRA standards and the Georgia Standards of Excellence are used in combination with various approaches to effective instruction and planning, including the use of technology, and will provide a basis for lessons and field experiences in local schools.

**EDUC 3356 Integrating Specialty Areas into Classroom Instruction. (3) Fall**

This course teaches the Early Childhood Certification candidate how to integrate the arts, health and physical education into instruction. Through collaboration with college faculty, elementary classroom teachers, and specialty area teachers, candidates will understand, and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students; use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**EDUC 3360 Adolescent Development Practicum. (3) Spring**

A study of the principles of growth and development from thirteen (13) through eighteen (18) years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field are emphasized during the study of each area of development. A field experience is required.

**EDUC 3500 Economics for Teachers. (3) Fall**

This course will focus on the pedagogical content knowledge needed for teaching secondary economics. The course will include lecture, discussion and activities which prepare the student for the passage of the GACE exam in Secondary Economics. Particular attention will be paid to GACE content strands and Georgia GPS standards in Secondary Economics. This course will be part of a larger social science minor being developed jointly by the History and Education departments.

**EDUC 4350 Curriculum in Secondary Education. (1.5) Fall and (1.5) Spring**

Research in Curriculum and Instruction (1.5) a & b Fall (a) and Spring (b) This course sequence focuses upon theory related to instructional planning, assessment, and decision making. The role of preparation and its contribution to successful classroom management will be examined. Candidates will research best practices in teaching and learning and evaluate models of effective lesson plan design and its impact on the classroom environment.

**EDUC 4356 Fundamentals in Reading III. (3) Fall**

This course will prepare teacher candidates for teaching reading in the later elementary years (3<sup>rd</sup>-5<sup>th</sup> grade). Topics included in this course will be: comprehension strategies, integrating reading instruction in content area classes, identifying and correcting reading problems at the elementary level, children's literature appropriate for 3<sup>rd</sup>-5<sup>th</sup> grade students, and writing skills and processes appropriate for elementary students. IRA standards and the Georgia Standards of Excellence are used in combination with various approaches to effective instruction and planning and will provide a basis for lessons and field experiences in local schools.

**EDUC 4360 Curriculum and Accountability in Elementary Grades. (3) Fall**

This course addresses the practical aspects of curriculum development and lesson planning, along with the role of preparation and its contribution to successful classroom management. Using the Georgia Standards of Excellence, instructional, assessment, differentiation, and classroom management strategies will be studied and applied throughout the course.

**EDUC 4365 Assessment and Accountability. (3) Fall**

This course is designed to acquaint candidates with the basic principles of assessing learning using different techniques and strategies. Among the areas addressed are theory, methods, standardized tests, and fundamental statistical concepts. In addition, candidates study testing, grading, ethical considerations, and current issues in educational assessment.

**EDUC 4410 Approaches and Issues in Educational Assessment. (3) Fall**

This course is designed to introduce the teacher candidate to best practices in educational assessment. Measurement approaches are introduced to equip the teacher candidate with quantitative and qualitative skills needed for assessment for learning and assessment of learning.

**EDUC 4449 Classroom Technology. (3) Spring**

This course covers salient topics related to integrating technology into the K-12 classroom. This course explores the applications of Microsoft Office and various Web 2.0 tools used by classroom teachers to maximize instruction and student learning. The course requires students to complete applicable portions of the Teaching Online Open Learning or TOOL modules designed

by Georgia Virtual Learning and the Georgia Department of Education to ensure candidate preparation to teach in flipped, hybrid, or online learning environments. This course aligns with ISTE Teacher standards.

**EDUC 4457 Social Studies Methods. (3) Spring**

The interdisciplinary nature of social studies is the focus for the study of curriculum, methods, technology, and professional sources. Emphasis is on planning for and developing resources for instruction, including the development of a unit with emphasis on the NCSS standards and Georgia Standards of Excellence for Social Studies for a chosen grade level. This course includes a field experience component.

**EDUC 4459 Special Needs and Exceptional Children. (3) Spring**

A study of identification and diagnostic techniques for teachers related to areas of exceptionality among students and of alternative styles of teaching to meet special needs. The introduction to the Student Support Team (SST) process and the writing of eligibility reports and Individual Education Plans (IEP) are explored. The psychological and behavioral characteristics of exceptional children are studied. The importance of transition and other forms found within the exceptional children's categories are identified. Weekly field experiences in the exceptional children's areas are provided.

**EDUC 4461 Diversity in the Elementary Classroom I. (1) Every other Fall**

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of poverty and social class. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to poverty & social class.

**EDUC 4462 Diversity in the Elementary Classroom II. (1) Spring**

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of race, gender, and sexual identity. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to race, gender, and sexual identity.

**EDUC 4463 Diversity in the Elementary Classroom III. (1) Every other Fall**

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of culture and English Language Learners. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to culture, and English language learners.

**EDUC 4464A Survey of Social Studies and History Content in the Middle and Secondary Grades (1.5) Fall**

This course requires competency in social studies and history content necessary for teaching social studies and history at the middle and secondary levels.

**EDUC 4464B Survey of Social Studies and History Content in the Middle and Secondary Grades (1.5) Spring**

This course requires competency in social studies and history content necessary for teaching social studies and history at the middle and secondary levels.

**EDUC 4465A Survey of Mathematics Content in the Middle and Secondary Grades (1.5) Fall**

This course requires competency in mathematics content necessary for teaching mathematics at the middle and secondary levels.

**EDUC 4465B Survey of Mathematics Content in the Middle and Secondary Grades (1.5) Spring**

This course requires competency in mathematics content necessary for teaching mathematics at the middle and secondary levels.

**EDUC 4466A Survey of Science Content in the Middle and Secondary Grades (1.5) Fall**

This course requires competency in science content necessary for teaching science at the middle and secondary levels.

**EDUC 4466B Survey of Science Content in the Middle and Secondary Grades (1.5) Spring**

This course requires competency in science content necessary for teaching science at the middle and secondary levels.

**EDUC 4467A Survey of English Language Arts in the Middle and Secondary Grades (1.5) Fall**

This course requires competency in English Language Arts content necessary for teaching English Language Arts at the middle and secondary levels.

**EDUC 4467B Survey of English Language Arts in the Middle and Secondary Grades (1.5) Spring**

This course requires competency in English Language Arts content necessary for teaching English Language Arts at the middle and secondary levels.

**EDUC 4470 Literacy in the 6-12 Classroom. (3) Spring**

This course addresses why literacy matters, evidence-based best practices, RTI, new literacies, culturally responsive teaching in diverse classrooms, instruction for content literacy, writing across the curriculum, and learning with trade books.

**EDUC 4480 Senior Seminar. (3) Spring**

This course is designed to explore current issues in early childhood education. Teacher candidates choose topics, examine research, and present information in a workshop format.

Another focus of the course is classroom management, lesson presentations, and peer critiques. In addition, teacher candidates have the opportunity to discuss field experiences in connection with Education's *Conceptual Framework* along with national and state standards.

**EDUC 4481: Senior Seminar in Education Studies. (3) Spring**

In conjunction with the Career Development Center, students will complete a practicum/internship in an area of interest related to the field of education. This course is designed to facilitate that experience and provide participants the opportunity to reflect on their experiences in the field as they will have the opportunity to discuss field experiences in connection with educational theory and national/state standards of practice. Students will develop their own capstone assignments in the form of professional philosophies/portfolios as well as practical materials needed for application to graduate school and/or employment opportunities.

**EDUC 4490A Early Childhood Clinical Practice. (6) Fall**

This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers will be assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty, gradually assuming total responsibility for the class.

**EDUC 4490B Early Childhood Clinical Practice. (6) Spring**

This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers will be assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty and College supervisor, gradually assuming total responsibility for the class.

**EDUC 4490S Field Experiences Seminar. (1) Fall and Spring**

This course is designed to allow Early Childhood Education candidates an opportunity to complete field experience requirements necessary to successfully earn a passing score on the edTPA. Department chair permission is required.

*COURSE DESCRIPTIONS (MUED)*

**MUED 2000 Brass Methods (1) Spring**

This course emphasizes learning methods of tone production and developing basic performance competencies on brass instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of brass instruments and teaches emergency repair techniques.

**MUED 2010 Introduction to Music Technology (1) Spring**

This course emphasizes knowledge of hardware and software designed specifically for use in the music classroom. Musical Instrument Digital Interface (MIDI) applications for notation, basic sequencing and computer-assisted instruction are special focuses. The course also covers administrative software for the music program and instruction-related use of the Internet.

Students will develop practical skills on selected MIDI, administrative software programs, and music notation software Finale and Sibelius.

**MUED 2020 String Methods (1) Spring**

This course emphasizes learning methods of tone production and developing basic performance competencies on orchestral stringed instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of stringed instruments and teaches emergency repair techniques.

**MUED 2030 Percussion Methods (1) Spring**

This course emphasizes learning methods of tone production and developing basic performance competencies on percussion instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of percussion instruments and teaches emergency repair techniques.

**MUED 2040 Woodwind Methods (1) Spring**

This course emphasizes learning methods of tone production and developing basic performance competencies on woodwind instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of woodwind instruments and teaches emergency repair techniques.

**MUED 3000 Elementary Methods (3) Fall**

This course focuses on the development of specific teaching skills, techniques and materials to support the role of the elementary/general music teacher. The course prepares prospective general track music specialists for all aspects of the role including curriculum design and the incorporation of a wide variety of methodologies into classroom instruction. Field component and peer teaching required.

*Prerequisites: MUSI 2201, MUSI 2213*

**MUED 3010 Instrumental Conducting (3) Interim Term**

Designed to provide students with in-depth knowledge of instrumental conducting techniques and literature. Students will study appropriate conducting gestures specific to instrumental ensembles while acquiring knowledge of the great monuments of instrumental literature.

*Prerequisites: MUSI 3366 Basics of Conducting*

**MUED 3020 Choral Conducting (3) Interim Term**

Designed to provide students with in-depth knowledge of choral conducting techniques and literature. Students will study appropriate conducting gestures specific to choral ensembles while acquiring knowledge of the great monuments of choral literature.

*Prerequisites: MUSI 3366 Basics of Conducting*

**MUED 3030 Introduction to World Music (3) Interim Term**

This course introduces students to the traditional music of countries and cultures from around the world. It includes study of samples of the music of southeastern Europe, Asia, Africa, Russia, the near East, the Caribbean, and North America.

**MUED 4100 Choral Methods (3) Spring**

This course focuses on the development of the specific teaching skills, techniques and materials to support the role of the choir director and vocal music teacher. The course prepares prospective choral/vocal music specialists for all aspects of the role including curriculum design, rehearsal procedures, methodologies, and the study of appropriate choral literature. Field component, peer teaching and laboratory conducting are required.

*Prerequisites: MUSI 2202, MUSI 2214, MUSI 2204*

**MUED 4110 Band Methods (3) Fall**

This course focuses on the development of specific teaching skills, techniques and materials to support the role of band director and instrumental music teacher. The course prepares prospective instrumental music specialists for all aspects of the role including curriculum design, rehearsal procedures, methodologies and the study of appropriate band literature. Field component, peer teaching and laboratory conducting are required.

*Prerequisites: MUSI 2202, MUSI 2214, MUED 2000, MUED 2040, MUED 2030, MUED 2020*

**MUED 4475 Music Student Teaching (9) Fall and Spring**

This course provides a full-day teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers are assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the cooperating teacher and College supervisor, gradually assuming total responsibility for the class.

*Prerequisites: Successful completion of other Education/Music Education courses, 2.5 GPA*

Descriptions and pre-requisites for all courses listed in the **Music Education** program of study that contain a **MUSI** prefix may be found in the Music Department section of the bulletin.

## *COURSE DESCRIPTIONS (TESOL)*

### **TESOL 1101 Teaching English to Second Language Learners. (3) Fall**

Participants in this course examine the principles of teaching English to second language learners. Students explore the educational contexts in which English is taught and learned. Strategies for teaching language development and skills are explored as students develop lesson plans and practice a variety of teaching strategies. Current and persistent issues in the field of TESOL are also discussed and debated with the goal of producing program completers who can serve as agents of change. Participants explore culture in a comparative and global context as they seek ways to best provide equal access to not only the acquisition of language, but also to the development of skills across multiple subject areas.

### **TESOL 1102 Testing and Assessment of English Language Learners. (3) Spring**

Participants in this course examine the principles of rigorous, authentic course design and assessment principles. Students will develop proficiency in designing instructional materials and assessments appropriate for English Language Learners of varying language proficiency levels. As with all TESL courses, students explore the educational contexts in which English is taught and learned. Participants explore culture in a comparative and global context as they seek ways to best provide equal access to not only the acquisition of language, but also to the development of skills across multiple subject areas.

### **TESOL 4495/4496 Clinical Practice Internships. (3) as needed**

This field-based course is intended to provide students aspiring to be teachers of English as a second language a clinical experience in domestic or foreign educational settings. Students will participate in classroom teaching and observation, planning and evaluation of instruction and other school-related experiences with guidance provided by the course instructor and/or approved international cooperating agencies. With approval of the Chair/program coordinator, the clinical experience can be structured as a variable credit hour course to meet the professional objectives of the TESOL candidate and may be repeated as requested to provide various clinical teaching experiences.

Descriptions and pre-requisites for all courses listed in the **TESOL** program of study may be found *under each respective departmental text in this Bulletin*.

## ***TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM***

### ***PROGRAM INTRODUCTION***

The program in Teaching English to Speakers of other Languages (TESOL) provides students with the professional knowledge and skills necessary for teaching English as a second language in both domestic and international settings. While not a certification program, the TESOL program is useful for any undergraduate student whose future includes international educational experiences or work with English Language Learners domestically or abroad. The TESOL program also includes an introduction to linguistics, culture, and social interaction from multiple perspectives. Students are provided with an overview of current theories, programs, pedagogy, and effective practices in the teaching of English language and culture, as well as practical experiences in planning, delivering, and assessing the efficacy of instruction. These practical experiences can occur in domestic or international settings.

### ***MISSION STATEMENT***

Both the TESOL major and minor are interdisciplinary programs that provide students with an opportunity to study linguistics, culture, history, and pedagogy as they develop the knowledge and skills necessary to teach English Language Learners in multiple domestic and international contexts.

### ***PROGRAM OBJECTIVES***

This interdisciplinary program is guided by multiple objectives. The first objective of the program is to provide students with an overview of the educational contexts in which English is taught and learned. Second, the program providers seek to provide students with teaching and assessment strategies germane to the field of TESOL. A third objective of the program is to expose students to current and persistent issues in the fields of language acquisition, linguistics, bilingualism, cultural/historical studies, and educational programs for English Language Learners. Finally, the program is designed to provide students with the opportunity to apply their knowledge and hone their skills in authentic domestic and/or international contexts through internship opportunities both local and abroad.

### ***PROGRAM OBJECTIVES ASSESSMENT***

The assessments of program objectives are conducted in the required and elective courses offered each semester by the respective programs. Evidence of successful support and completion of program objectives will be kept by the instructors of these courses in the departments of Education, History, and Latin American Studies/Modern Languages.

### ***STUDENT LEARNING OBJECTIVES***

Completers of the TESOL major or minor will be able to 1) demonstrate proficiency in lesson planning, lesson implementation, and assessment practices in authentic contexts 2) demonstrate knowledge of the histories and cultures of other countries and peoples 3) demonstrate knowledge of the basic concepts of linguistics and describe the process by which first and second languages are learned 4) synthesize the required knowledge and skills developed in all required and elective courses into successful field experiences.

### *STUDENT LEARNING ASSESSMENT*

Student objectives are assessed through all assignments and exams completed in required and elective courses that constitute the TESOL major and minor programs. Successful completion of student learning objectives shall be evidenced by a minimum grade of C in all program courses as well as the completion of an international or domestic internship.

### **TESOL MAJOR PROGRAM REQUIREMENTS**

The TESOL major consists of at least 45 hours of coursework in the departments of Education, Modern Languages, and History. In addition to program coursework, the TESOL major requires the completion of a clinical practice internship. This practicum may be completed locally or as part of an international experience. For more information on this requirement, see the “Required TESOL Methods and Practicum Courses” section below.

#### Required TESOL Courses (15 hours):

LAST 1106 Intro to Linguistics  
TESL 1101 Teaching English to Second Language Learners  
TESL 1102 Testing and Assessment of English Language Learners  
LAST 2010 Intro to Second Language Acquisition  
LAST 3110 Special Topics: Bilingualism

#### Required Intercultural Studies Courses (3 hours):

EDUC 4461 Diversity I  
EDUC 4462 Diversity II  
EDUC 4463 Diversity III

#### Required TESOL Methods and Practicum Courses (9 hours):

EDUC 4449 Educational Technology  
EDUC 5090 Foundations in Reading

Choose one of the following:

EDUC 5023 English/ELA Methods  
TESL 4495/4496 International or Domestic Practicum

#### Required Professionalism and Leadership Courses (3 hours):

Choose one of the following:

EDUC 6035 Social Foundations  
EDUC 1198 Introduction to Teaching

#### Required Learning Theory and Context Courses (3 hours):

Choose one of the following:

EDUC 3342 Child Development

EDUC 5000 Adolescent Development  
EDUC 7040 Adult Learning

Required Modern Language Courses (12 hours – sequenced in one modern language, ETHOS/CORE/BRIDGE requirements apply towards these hours):

Choose one language for the 12-hour sequence:

Spanish  
French  
German  
Korean

Electives (choose 6 hours from the following):

HIST 3382 Survey of Korean History  
HIST 3380 Survey of Chinese History  
HIST 4499 Special Topics: Survey of Japanese History  
LAST 2000 Latin American Studies  
Other Electives Subject to Approval

### **TESOL MINOR PROGRAM REQUIREMENTS**

Students in the TESOL minor must complete a total of at least 15 credit hours. All students must complete the three required courses (see below) as well as an additional six hours of approved electives. The TESOL minor elective requirement may be satisfied by the completion of an international clinical practice internship OR by the completion of a local/domestic internship and one additional 3 credit hour elective course (see below for a list of required and approved elective courses).

Required Courses (nine hours):

TESL 1101: Teaching English to Second Language Learners  
TESL 1102: Testing and Assessment of English Language Learners  
LAST 1106: Introduction to Linguistics OR LAST 2010: Introduction to Second Language Acquisition

Elective Courses (six hours):

Option 1:  
TESL 4495 International Clinical Practice Internship (3 – 12 credit hours depending on semester/term enrolled)  
Option 2:  
TESL 4496 Grades P-12 Advanced Methods and Materials & Domestic Internship

And one of the following approved electives

LAST 2000 Latin American Studies  
LAST 3110 Special Topics – Bilingualism  
HIST 3382 Survey of Korean History  
HIST 3380 Survey of Chinese History  
HIST 4499 Special Topics - Survey of Japanese History  
Other electives subject to approval

### *COURSE DESCRIPTIONS (TESOL)*

#### **TESOL 1101 Teaching English to Second Language Learners. (3) Fall**

Participants in this course examine the principles of teaching English to second language learners. Students explore the educational contexts in which English is taught and learned. Strategies for teaching language development and skills are explored as students develop lesson plans and practice a variety of teaching strategies. Current and persistent issues in the field of TESOL are also discussed and debated with the goal of producing program completers who can serve as agents of change. Participants explore culture in a comparative and global context as they seek ways to best provide equal access to not only the acquisition of language, but also to the development of skills across multiple subject areas.

#### **TESOL 1102 Testing and Assessment of English Language Learners. (3) Spring**

Participants in this course examine the principles of rigorous, authentic course design and assessment principles. Students will develop proficiency in designing instructional materials and assessments appropriate for English Language Learners of varying language proficiency levels. As with all TESL courses, students explore the educational contexts in which English is taught and learned. Participants explore culture in a comparative and global context as they seek ways to best provide equal access to not only the acquisition of language, but also to the development of skills across multiple subject areas.

#### **TESOL 4495/4496 Clinical Practice Internships. (3) as needed**

This field-based course is intended to provide students aspiring to be teachers of English as a second language a clinical experience in domestic or foreign educational settings. Students will participate in classroom teaching and observation, planning and evaluation of instruction and other school-related experiences with guidance provided by the course instructor and/or approved international cooperating agencies. With approval of the Chair/program coordinator, the clinical experience can be structured as a variable credit hour course to meet the professional objectives of the TESOL candidate and may be repeated as requested to provide various clinical teaching experiences.

Descriptions and pre-requisites for all courses listed in the **TESOL** program of study may be found *under each respective departmental text in this Bulletin*.

## ENGLISH

### *INTRODUCTION*

Students of English Language and Literature can choose from a wide range of courses that meet a variety of needs and demands:

- introductory and advanced courses in composition and literary studies
- British and American literature survey and period courses
- genre studies, including works translated into English from other languages
- language and theory courses
- single-author courses
- creative writing and nonfiction writing courses

### *Objectives of Composition Courses*

The primary goal of courses in composition and literature is to help students become competent readers and writers by providing them with challenging texts and ample opportunities to practice their skills of critical thinking and expression. Toward this end, the English faculty has set the following four objectives. All students completing the general education will demonstrate:

- proficiency in expository writing with Standard American English grammar, punctuation, and usage
- proficiency in critical reading
- the ability to assimilate, organize, and develop ideas logically and effectively
- an understanding of the rudiments of research-based writing, including accurate and ethical citation and MLA documentation

### *OBJECTIVES OF ENGLISH MAJOR COURSES*

All students completing the baccalaureate program in English will be prepared to pursue careers in which a broad knowledge of literature and a proficiency in critical reading, critical thinking, and expository writing are important. They also will be prepared to pursue graduate studies in English and in other professional areas, such as law, medicine, or journalism. In addition, students who wish to prepare for a career in teaching may do so by completing a major in English. For each of these endeavors, English majors will demonstrate:

- an extensive knowledge of the development of British literature and American literature from their origins to the present
- the interpretation of texts, reading critically, and expressing ideas, both in oral discussion and in written work
- critical and analytical judgment, both in oral discussion and in written work
- a mastery of the techniques of research and the use of MLA style
- a knowledge of Standard American English grammar, punctuation, and syntax
- proficiency with discipline-specific discourse

### *ASSESSMENT OF LEARNING OBJECTIVES*

Success in achieving the objectives of the English major will be demonstrated as follows:

- completion of each major course with a grade of C- or better
- satisfactory performance on the senior thesis and its presentation

Students preparing for graduate study in English or law are encouraged to take the GRE or the LSAT.

### *REQUIREMENTS FOR A MAJOR IN ENGLISH*

Before declaring English as a major, students must

- a) complete the Core composition classes (ENGL 1101 and 1102) with no grade lower than a C.
- b) apply with the Chair of Humanities for an interview with members of the English faculty. This interview may be scheduled as convenient during any semester, and its purpose is to discern the student's interest in the major, answer questions the student may have, and clarify the requirements and goals of the major in English.
- c) visit the Registrar's office to complete the major declaration process.

English majors are required to take 39 hours in English language and literature above the 1000 level. For satisfactory completion of the major, students must complete each major course with a grade of C- or better.

#### **Survey Courses (4 required)**

ENGL 2204, 2205

British Literature I, II

ENGL 2206, 2207

American Literature I, II

**(12 hours)**

#### **Single-Author Courses (1 required)**

ENGL 4410

Chaucer

ENGL 4420

Shakespeare

ENGL 4430

Milton

ENGL 4470

Special Topics

**(3 hours)**

#### **English Electives**

**3000 level or above (7 required)**

**(21 hours)**

#### **Senior-Level Course (required)**

ENGL 4495

Senior Thesis

**(3 hours)**

### *REQUIREMENTS FOR A MINOR IN ENGLISH*

Two (2) minor tracks are available in English:

- a) English Minor with Literature Concentration and
- b) English Minor with Writing Concentration.

Literature courses used to complete general education requirements may not be counted for the English Minor.

The requirements of each minor are as follows:

*ENGLISH MINOR: LITERATURE CONCENTRATION*

- Survey Courses: (2 required) ENGL 2204, 2205, 2206, 2207
- Electives: (4 required) ENGL 3302, 3315, 3320, 3330, 3335, 3340, 3345, 3350, 3355, 3360, 3375, 3380, 3385, 3390, 4410, 4420, 4430, 4440, 4450, 4460, 4470

**Total: 18 hours**

*ENGLISH MINOR: WRITING CONCENTRATION*

- Survey Courses: (1 required) ENGL 2204, 2205, 2206, 2207
- Creative Writing Courses: (2 required) ENGL 2500, 3306, 3308
- Nonfiction Writing/Genre Courses: (3 required) ENGL 3302, 3303, 3310, 3315, 3400

**Total: 18 hours**

*AWARDS*

Outstanding English majors may receive one of the following awards during the annual Honors Day program:

- the Walter D. Jones Award for Excellence in Composition and Scholarship
- the Murial B. Williams Award for Excellence in Literary Studies
- the Francis Marion Chalker Medlock Prize for Poetry

The Jones award is given to the student whose paper written for a major course is judged as outstanding by a panel of reviewers. The Williams award is given to the student who is deemed by the English faculty to demonstrate the highest standards of scholarship and who contributes the most to the advancement of literary studies among English majors at LaGrange College.

The Medlock Prize is awarded to the student who has demonstrated a love of and appreciation for poetry and who shows great promise as an aspiring poet.

In addition, each spring at Honors Day, recognition goes to the most outstanding essay composed for a Rhetoric and Composition course (ENGL 1101 or 1102) during the current academic year. Each winning essay is published in the next year's edition of the *LaGrange College Handbook of Rhetoric & Composition*.

*SIGMA TAU DELTA*

Sigma Tau Delta is the international English honor society. The society strives to confer distinction upon students who have demonstrated high achievement in English language and literature. Qualifications for membership are as follows:

- formal declaration of English major or minor
- successful completion of ENGL 1101, 1102, and at least one English course at the 3000 level or above
- overall GPA of at least 3.0
- English GPA of 3.5.

### *WRITING CENTER*

LaGrange College maintains a Writing Center, which serves the college community by providing advice and support for student writers. The Writing Center is directed by Dr. Justin Thurman, who trains students to serve as peer writing consultants. These tutors are available at regularly scheduled hours or by appointment.

Students who would like to serve as peer tutors but are ineligible for work-study funding may enroll in TCHA 4492 (On-Campus Tutoring Internship) and thus earn one to three (1-3) semester hours of academic credit for their service. Note that these hours do not count toward any major or minor program. This course may be repeated for credit. Grading is on a "Pass/No credit" basis. *Prerequisites:* Recommendation from a full-time faculty member in the subject to be tutored and approval by either the Director of the Writing Center or the Director of the Tutoring Center.

### *THE SCROLL AND LC WRITING CONTEST*

Since 1922, *The Scroll* has been LaGrange College's journal of creative arts. Published each spring, the magazine features the best of fiction, drama, poetry, essays, and artwork by the students and faculty of the College.

The LC Writing Contest is an annual event sponsored by the English faculty, the Writing Center, and *The Scroll*. It is open to all LC students. First and second prizes are awarded to best entries in fiction/drama, poetry, and essay. Winning entries are published in *The Scroll*.

### *ADVANCED PLACEMENT*

Most LaGrange College students will take Rhetoric and Composition I and II (ENGL 1101 and 1102) during their first year. Some students will receive credit for one of these courses based on their performance on the Advanced Placement Test.

- Students who earn a score of 4 or 5 on the AP Test in English Language and Composition will receive three hours of credit for Rhetoric and Composition I [ENGL 1101].
- Students who earn a score of 4 or 5 on the AP Test in English Literature and Composition will receive three hours of credit for Rhetoric and Composition II [ENGL 1102].
- Students who earn a score of 4 or 5 on both tests must choose which course they prefer to exempt. Only one exemption is allowed.
- Only the AP Tests in English Language or English Literature are accepted for credit in the LaGrange College English program.

### *TRANSIENT CREDIT*

No transient credit will be accepted for courses in first-year Rhetoric and Composition (ENGL 1101 or 1102).

## *COMBINED B.A. AND M.A.T. PROGRAM OF STUDY*

Undergraduate students who meet the admission requirements for the M.A.T (passing GACE Program Admissions Assessment or a combined SAT score of more than 1000 and completing the Georgia Code of Ethics for Educators Assessment) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering MAT cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

### *COURSE DESCRIPTIONS (ENGL)*

#### **ENGL 0100 Basic Composition. (3)** Foundations Program

Instruction and practice in the fundamentals of expository writing, including paragraph development, organization, logic, grammar, and mechanics.

#### **ENGL 1101 Rhetoric and Composition I. (3)** every fall and spring

Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development.

*Prerequisite to all higher-numbered English courses*

#### **ENGL 1101J Rhetoric and Composition I (with journalism emphasis). (3)** every fall

Introductory college writing course that emphasizes reporting, editing, and publishing articles for the campus newspaper's online and physical platforms. Includes the technical and process elements of ENGL 1101 and satisfies the same general education goals and requirements.

*May be taken in place of ENGL 1101.*

#### **ENGL 1101S Rhetoric and Composition I (with sustainability emphasis). (3)** every fall

This course provides an introduction to writing and the writing process. Through the topic of sustainability, students learn a wide range of rhetorical skills: drafting and polishing a thesis; organizing an argument; using topic sentences; creating interesting introductions and conclusions. By examining how culture affects us, as well as how we affect culture, the course also aims to stimulate deliberate thinking and active reading skills.

*May be taken in place of ENGL 1101.*

#### **ENGL 1102 Rhetoric and Composition II. (3)** every fall and spring

Introduction to critical thinking and writing about literature, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation.

*Prerequisite: ENGL 1101, 1101J, or 1101S*

*Prerequisite to all higher-numbered English courses*

**ENGL 1102J Rhetoric and Composition II (with journalism emphasis). (3)** every spring  
Introduction to critical thinking and writing about literary journalism, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation. Students will also report, edit, and publish articles for the campus newspaper's online and physical platforms

*Prerequisite:* ENGL 1101 or 1101J

*Prerequisite to all higher-numbered English courses*

**ENGL 1102S Rhetoric and Composition II (with sustainability emphasis). (3)** every spring  
Introduction to critical thinking and writing about literature, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation.

*Prerequisite:* ENGL 1101 or 1101S

*Prerequisite to all higher-numbered English courses*

**ENGL 2200 Introduction to Literary Studies. (1)** every fall

Introduces students to the academic discipline of English. Focuses on critical issues (past and present) involved in literary studies.

*Prerequisites:* ENGL 1101 & 1102.

**ENGL 2204 British Literature I. (3)** Fall 2020 (every other fall)

A survey of British Literature from the Anglo-Saxon period through the eighteenth century. Short critical essays required, at least one with documentation.

*Prerequisites:* ENGL 1101 & 1102.

**ENGL 2205 British Literature II. (3)** Spring 2021 (every other spring)

A survey of British literature from the Romantics through the Modern/Postmodern period. Short critical essays required, at least one with documentation.

*Prerequisites:* ENGL 1101 & 1102.

**ENGL 2206 American Literature I. (3)** Fall 2019 (every other fall)

A survey of American Literature from the Colonial period through American Romanticism. Short critical essays required, at least one with documentation.

*Prerequisites:* ENGL 1101 & 1102.

**ENGL 2207 American Literature II. (3)** Spring 2020 (every other spring)

A survey of American literature from Realism and Naturalism through the Modern/Postmodern period. Short critical essays required, at least one with documentation.

*Prerequisites:* ENGL 1101 & 1102.

**ENGL 2210 Introduction to Peer Tutoring. (3)** in rotation

This course prepares undergraduates to work as peer tutors in a writing center. Students will practice tutoring as they learn about reading and responding to the writing of others.

Students from all majors, as well as undeclared majors, are encouraged to enroll.

*Prerequisites:* ENGL 1101 & 1102 and permission of the instructor

**ENGL 2212 Rhetorical Theory. (3)** in rotation

This course introduces undergraduates to the theory that informs the modern practice of teaching

composition. Fundamentals of persuasion and human communication are presented as well.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 2500 Introduction to Creative Writing. (3) Spring 2020**

This course introduces undergraduates to the fundamentals of imaginative writing. Analysis of professional models, but emphasis upon student work, especially poetry and fiction.

*Prerequisites:* ENGL 1101 & 1102

*Prerequisite to 3000-level or 4000-level courses: ENGL 1101, 1102. Completion of at least one survey course (ENGL 2204, 2205, 2206, or 2207) is desirable but not required for English minors.*

**ENGL 3300 History of the English Language. (3) in rotation**

Introduction to principles of linguistics; a survey of the origins and development of English, and a study of its structure.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3302 Advanced Grammar. (3) in rotation**

A survey of the basic logic and grammatical structure of English, from morpheme to word, phrase and clause, to sentence.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3303 Advanced Composition. (3) Fall 2019**

This course is open to all students, regardless of major, who are interested in producing nonfiction prose that is exemplary for its clarity and finesse. Providing each other with feedback in classroom workshops, students write an interview; a critique of the fine arts; a humor piece; a travel piece; a piece on science, technology, or sports; and a memoir.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3400 Writing About Film. (3) Spring 2019**

This course focuses on the critical viewing of film with critical writing in several modes.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3306 Creative Writing Workshop (poetry). (3) in rotation**

An advanced course in imaginative writing. Professional models studied, but student writing is emphasized.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3308 Creative Writing Workshop (fiction). (3) Spring 2021**

An advanced course in imaginative writing. Professional models studied, but student writing is emphasized.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3310 Art of Argumentation. (3) Spring 2019**

This course presents the fundamentals of effective persuasion, including the three appeals (logical, emotional, ethical), logical fallacies, inductive and deductive reasoning, and evaluation

of evidence. Students from all majors, as well as undeclared majors, are encouraged to enroll.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3315 Readings in Literary Journalism. (3)** Fall 2019

This course consists of a survey of literary journalism, a form of creative nonfiction that blends elements of fictional narrative and factual reporting.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3320 Warriors, Lovers, and Poets: British Medieval Literature. (3) in rotation**

A survey, mostly in Middle English, of English literature to about 1500.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3330 Renaissance Literature. (3) in rotation**

Renaissance English literature to about 1675, excluding Shakespeare.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3335 Development of Drama. (3) in rotation**

An examination of the development of drama, excluding Shakespeare, from its beginnings up through the 18<sup>th</sup> century.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3340 Enlightenment Literature. (3) in rotation**

Selected Restoration, Neoclassical, and Pre-Romantic English literature, excluding the novel.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3345 The Rise of the Novel. (3) in rotation**

A study of the rise of the novel with an emphasis on selected works of the late seventeenth-century and eighteenth-century, including novels in translation.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3350 English Romanticism. (3) in rotation**

A study of selected major nineteenth-century British prose and poetry, with emphasis on lyric verse.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3355 Romance & Reform: Themes in the English Novel. (3) in rotation**

A study of the selected 19<sup>th</sup> century novels, including novels in translation.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3360 Hail Britannia! The Victorians Rule. (3) Spring 2020**

A study of selected major Victorian prose and poetry.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3375 American Romanticism. (3) in rotation**

Major American Romantic writers of the United States through Whitman and Dickinson.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3380 American Realism and Naturalism. (3) in rotation**

Major American writers of the Realistic and Naturalistic movements in the United States.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3385 Southern Literature. (3) in rotation**

A study of major Southern writers from about 1815 to the present.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 3390 Modern & Contemporary American Literature: African American Literature: Landscape, Place, and Identity. (3) in rotation**

A study of major African-American writers from 1900 to the present.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 4400 Contemporary Literary Theory. (3) in rotation**

A survey of theoretical interpretive traditions of the 20th and 21st centuries.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 4410 Chaucer. (3) Fall 2019**

A survey of Chaucer's work. Consideration will also be given to Chaucerian influence and criticism.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 4420 Shakespeare. (3) Fall 2020**

The development of Shakespeare's art, as reflected in selected individual plays or groups of plays.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 4430 Milton. (3) in rotation**

Selected poetry and prose of Milton.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 4440 Modern & Contemporary Fiction. (3) in rotation**

A study of selected contemporary fiction writers and their novels or short stories, including works in translation.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 4450 Modern & Contemporary Poetry. (3) Spring 2019**

A study of selected contemporary poets and their poems, including works in translation.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 4460 Modern & Contemporary Drama. (3) in rotation**

A study of contemporary playwrights and their plays, including works in translation.

*Prerequisites:* ENGL 1101 & 1102

**ENGL 4470 Single Author or Special Topic: Women and the Green World. (3) Spring 2020**

The course will explore the ways in which women writers relate to, and write about, the green world. Has the world of plants, forests, and herbs, as Linda Baron and Brenda Peterson claim, "long been the province of women" (xi)\*? Is women's bond with the plant kingdom inherently different from men's? What motivates women, in particular, to reflect on the "emotional, philosophical, and spiritual aspects"(xii)\* of humanity's interaction with the green world? If, as Baron and Peterson maintain, "[t]he green world is fundamental to our identity," how do women create, reflect, and/or interact with such an identity through the craft of writing? These are some of the questions we will examine as we read texts by Isabel Allende, Zora Neale Hurston, Mary Crow Dog, Naomi Shihab Nye, Mary Oliver, Robin Wall Kimmerer, and others.

\* Hogan, Linda, and Brenda Peterson. *The Sweet Breathing of Plants: Women Writing on the Green World*. North Point Press, 2002.

*Prerequisites:* ENGL 1101 & 1102

Note: Because it deals with multiple authors, this particular version of ENGL 4470 will not count as the single-author course that all English majors must take.

**ENGL 4495 Senior Thesis and Presentation. (3)** every spring

Each English major will write and present orally an original research project developed or derived from a project created for a major English course, based on a significant topic in language or literature. Required of all English majors.

*Prerequisite:* Senior standing.

**ENGL 4496 Internship. (1-3)** on demand

An opportunity for students to gain added experience and insight in approved off-campus settings.

*Prerequisites:* Consent of the supervising instructor, the Department Chair, and the Career Development Center.

**ENGL 4499 Independent Study/Research. (3)** on demand

This is an opportunity for students to conduct an individual, in-depth exploration of an area in literature, writing, or theory.

*Prerequisites:* Consent of the instructor, the Department Chair, and the Vice President for Academic Affairs.

## EUROPEAN UNION STUDIES PROGRAM

The European Union Studies Program is offered by the University System of Georgia in collaboration with LaGrange College and other institutions. It delivers a common curriculum for European Union (EU) studies that allows students to be issued a certificate in European Union Studies. The goal of the certification program is to allow students to develop professional expertise in European Union affairs that can be used to enhance their opportunities for further study and employment.

### OBJECTIVES

The goals of the certification program are:

- to foster interdisciplinary learning about the EU and encourage students to become global citizens.
- to contribute to the institutional goal of increasing the internationalization of the curriculum by allowing students to take a much broader range of courses on the EU and EU topics than they would otherwise be able to.
- to enable students to globalize their educational experiences and to provide an additional educational credential that improves future employment and educational opportunities.

### PROGRAM DESCRIPTION

To qualify for a certificate in EU Studies, students must take six (6) courses that total a minimum of 17 semester hours of academic credit. To earn the certificate, students must have a 3.0 cumulative GPA in program courses upon completion of the program. An official certificate is awarded by a student's home institution for satisfactory fulfillment of the curriculum. Most institutions also recognize the accomplishment on the permanent transcripts of students participating in the academic track. The program also has a study abroad option in conjunction with Georgia State University and the University of Strasbourg (see <http://www.eustudiesprogram.eu/> for details).

The curriculum has four (4) mandatory components and one (1) option:

- A. Introduction to the EU. The first course that should be taken in the program.
  - B. Multidisciplinary Menu. Four (4) courses selected from a menu of choices.
  - C. Capstone Seminar. The last course taken that unifies the program's curriculum. (This course usually would be taken at LaGrange College in the student's major.)
  - D. Practicum Experience. A hands-on internship or study abroad course.
  - E. Areas of Distinction. Optional distinctions for foreign language training or an honors thesis.
- The courses for the EU Studies program are offered online and at LaGrange College. Students must register with the program to take courses online. Courses in the program can be used to fulfill both general requirements and requirements for majors and minors in various disciplines. The following LaGrange College courses have been approved so far for EU Studies credit:

- HIST 3378 European Diplomatic History, 1890 to the Present
- POLS 3353 States and Politics of European and the European Union
- ARTD 1111 Modern and Contemporary Art History

Students can also achieve a notation of distinction on their certificate by taking two (2) European language courses at the 3000 or 4000 level. For a more complete description of the program, its requirements, and how the on-line courses work, go to the program website:

<http://www.eustudiesprogram.org/>. For more information, contact the Program Coordinator of Political Science to obtain further information.

## **EXERCISE SCIENCE**

### ***DESCRIPTION***

At its core, Exercise Science is a multifaceted field of study in which the acute and chronic responses of movement and physical activity are the intellectual focus. The Exercise Science program is designed for students interested in fitness, sport performance and health-related fields. It is designed to prepare students for positions in the exercise and fitness industry, or for post-graduate study in Exercise Science, Kinesiology, or other health-related disciplines.

The Exercise Science program has two concentrations: Allied Health and Sport and Human Performance. The selection of the concentration depends on the educational and career goals of the student. The Allied Health concentration is directed at those students wishing to pursue graduate education in clinical allied health professions, such as physical therapy, occupational therapy, physician's assistant, or chiropractic. The Sport and Human Performance concentration is intended for those students wishing to pursue employment in coaching or the fitness industry. Either concentration will prepare the student for graduate study in Exercise Science or Kinesiology. Students may choose to change concentrations during their course of study. The Exercise Science discipline provides numerous potential career opportunities. In consultation with an academic advisor, the student will be able to select courses and create learning opportunities that will assist preparation for future endeavors.

In addition to the Exercise Science program, the Physical Education Activities Program (PEDU) offers a selection of physical skill classes designed to promote health and physical skill development. The program also strives to provide classes for students to gain technical and tactical skill in various physical activities for lifetime fitness.

### ***MISSION STATEMENT***

The Exercise Science program aims to support the mission of LaGrange College by developing highly qualified allied health and sport performance practitioners equipped to function as servant-leaders within their respective disciplines. As members of LaGrange College and Troup County, we believe it is our responsibility to share our time, talents, and resources to enhance the wellbeing of these communities. Furthermore, we intend to make a global impact by preparing our students to impart these service-driven ideals in their future endeavors as well.

### ***PROGRAM OBJECTIVES***

The objectives of the Exercise Science program are to:

1. Create highly qualified Exercise Science practitioners through the completion of a rigorous, multi-disciplinary curriculum emphasizing practical application and critical thinking skills.
2. Develop servant-leadership skills by solving common problems experienced in the realms of allied health (e.g. – physical rehabilitation) or sport performance (e.g. – strength and conditioning) for the purpose of serving others.
3. Guide students in developing a resilient and versatile learning process that is adaptable to a variety of resources and academic mediums. Specifically, students will learn major-specific Exercise Science course material (e.g. exercise physiology, biomechanics, etc.) through in-person and online lecture platforms.

### *LEARNING OUTCOMES*

Upon completion of the program in Exercise Science students should be able to:

1. Demonstrate a fundamental knowledge of the acute and chronic physiological, biomechanical, and psychological responses to exercise.
2. Effectively articulate and disseminate their knowledge of Exercise Science for the purpose of serving individuals entrusted into their care.
3. Assess and improve health, fitness, and athletic performance across a variety of populations.

### *ASSESSMENT OF LEARNING OBJECTIVES*

Success in achieving the objectives of the Exercise Science major will be demonstrated by:

1. Completing each major course with a grade of “C-” or better.
2. Completing at least one major course in an online delivery format.
3. Passing a comprehensive senior examination designed to assess essential concepts learned in core Exercise Science coursework.
4. Satisfactory performance on a senior research project and its presentation.

### *DECLARATION OF MAJOR*

Before declaring a major in Exercise Science, students must successfully complete Anatomy and Physiology (BIOL 2148 and 2149 with labs) with a C- or better. Students must declare their major or minor in Exercise Science before taking 4000 level courses.

### *EXERCISE SCIENCE GENERAL EDUCATION COURSES*

In addition to completing the General Education – CORE requirements (first enrolled prior to Fall 2018) or ETHOS requirements (first enrolled Fall 2018 or later), students pursuing a major in Exercise Science must complete the following courses regardless of concentration within the major (i.e. Allied Health or Sport and Human Performance).

#### Sem. Hrs.

46 CORE requirements or 44 ETHOS requirements

(8) BIOL 2148 and 2149 and Labs  
\*(part of the CORE and ETHOS curriculum)

3 MATH 1114 Statistics

3 EXCS 2000 Intro to Exercise Science

3 EXCS 3305 Sports Psychology

4 EXCS 3352/L Physiology of Exercise and Lab

3 EXCS 3354 Applied Exercise Anatomy

3 EXCS 3360 Motor Learning and Control

3 EXCS 4310 Biomechanics

4 EXCS 4320/L Exercise Prescription and Lab

3 EXCS 4325 Exercise and Sports Nutrition

3 EXCS 4360 Research in Exercise Science

2 EXCS 4380 Senior Seminar

3 EXCS 4400 Academic Internship

37 Semester Hours (in addition to the CORE or ETHOS curriculum)

### *SPORT AND HUMAN PERFORMANCE*

The Sport and Human Performance concentration is designed to prepare students for careers in coaching and the fitness/health industry. These courses are designed to apply theories and concepts in Exercise Science as they pertain to Sport and Human Performance practitioners. Students in this concentration must pass all three of the courses listed below with minimum grade of “C-”. Students in the Allied Health concentration are also eligible and free to take any of these courses (Courses noted with an \* are required for the concentration.)

- 3 EXCS 4311 Principles of Strength and Conditioning
- 3 EXCS 4312 Theory and Principles of Athletic Conditioning
- 2 EXCS 4330 Techniques in Human Performance Assessment

45 Major Hours (37 Exercise Science core + 8 Sport and Human Performance electives)

#### *Optional Exercise Science Elective Courses*

- 3 CHEM 1005 Survey of Chemistry (or CHEM 1101/L)
- 3 EXCS 1154 First Aid: Responding to Emergencies
- 3 EXCS 2311 Survey of Strength & Conditioning
- 3 EXCS 2331 Personal Health Issues
- 3 EXCS 3310 Coaching Theory & Methods
- 3 EXCS 3332 Prevention and Care of Athletic Injuries

55 Major Hours (34 Exercise Science core + 21 Sport and Human Performance electives)

#### *Optional non-Exercise Science elective courses*

- 3 MGMT 2200 Foundations of Business
- 3 MGMT 3360 Sport Management
- 3 PSYC 3358 Psychology of Aging
- 3 SOCI 2200 Sociology of Sport

General Education Requirements	44 Hours	ETHOS
Interim	9 Hours	
Exercise Science Core	37 Hours	
S&H Performance Electives	8 Hours	
General Electives	<u>20 Hours</u>	
Total	120 Hours	

### *ALLIED HEALTH CONCENTRATION (21-26 Semester Hours, 6 Courses)*

The Allied Health concentration is designed to prepare students for post-professional school in physical therapy, occupational therapy, physician assistant, and chiropractic, among others. With their academic advisor, students will create a specialized course plan designed to best prepare students and meet all of the pre-requisite coursework for a given pre-professional school in the allied health field of their choosing. Students in this concentration must pass all three of the courses listed below with minimum grade of “C-”. Due to the diverse prerequisite requirements of many post-professional programs, students will need to complete additional coursework prior to completing the application process. Students are responsible for identifying the

prerequisite requirements for each post-professional program to which they intend to apply. An academic advisor will be available to assist students in successfully completing this process.

- 4 CHEM 1101/L\* General Chemistry I
- 4 CHEM 1102/L General Chemistry II
- 4 BIOL 1107/L Principles of Biology I

49 Major Hours (37 Exercise Science core + 12 Allied Health electives)

General Education Requirements 46 Hours (CORE) or 44 Hours (ETHOS)

Interim	9 Hours
Exercise Science Core	37 Hours
Allied Health Electives	12 Hours
General Electives	16 Hours
Total	120 Hours

#### *REQUIREMENTS FOR THE EXERCISE SCIENCE MINOR*

Before declaring a minor in Exercise Science, students must successfully complete Anatomy and Physiology (BIOL 2148 and 2149 with labs) with a C- or better. In addition to the laboratory science requirement of the Ethos Curriculum, students pursuing a minor in Exercise Science are required to take five (5) additional EXCS courses. The following four (4) Exercise Science core courses are required for the minor: EXCS 3352/L, EXCS 3354, EXCS 3360, and EXCS 4310. The remaining course can be any of the upper-level Exercise Science courses (3000 or 4000 level courses), however, EXCS 3305, 3313, 3333, 3334, and 4400 **do not** satisfy this requirement. This represents 16-17 credit hours of coursework in addition to the Ethos Curriculum (24-25 total credit hours).

#### *REQUIREMENTS FOR THE COACHING MINOR*

Students will select at least **FIVE** of the following courses to fulfill the requirements of the Coaching Minor. (Courses noted with an \* are required for the concentration.)

- EXCS 1154 First Aid: Responding to Emergencies
- EXCS 2311 Survey of Strength & Conditioning
- EXCS 3305 Sports Psychology
- EXCS 3310\* Coaching Theory and Methods
- EXCS 3313 Leadership in Physical Education and Athletics
- EXCS 3332 Prevention and Care of Athletic Injuries/Illness
- EXCS 3360 Motor Behavior and Control
- EXCS 4311 Principles of Strength & Conditioning
- EXCS 4400 Internship in Physical Education/Coaching

#### *COURSE DESCRIPTIONS (EXCS)*

##### **EXCS 1154 First Aid: Responding to Emergencies. (3) Fall and Spring**

This course focuses on the identification of emergency situations and selection of correct response. Certification in American Red Cross standard first aid and adult, child, and infant

rescue breathing and cardiopulmonary resuscitation is earned upon successful completion of the course.

**EXCS 2000 Introduction to Exercise Science (2)** Fall and Spring

This course is an introduction to the various sub-disciplines of exercise science including, exercise physiology, biomechanics, exercise and sport psychology, and motor behaviour and control. Career and graduate school opportunities and preparations will be discussed.

**EXCS 2251 Introduction to Physical Education. (3)** On Demand

A survey course of the career choices available in physical education. The students will have opportunities to talk with and observe professionals in various sub-specializations.

**EXCS 2311 Survey of Strength & Conditioning. (3)** Fall and Spring

This course focuses on the examination of proper techniques, concepts, and applications of strength and conditioning principles. Nutritional principles as are related to athletic performance also are discussed.

**EXCS 2331 Personal Health Issues. (2)** Fall and Spring

This course allows students to explore basic health issues and principles in depth. Topics include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, and drug and alcohol education.

**EXCS 3305 Sports Psychology. (3)** Spring

A study of human behavior in the context of the sporting experience and how performance is affected by the interactions of the coach, athletes, and the environment. Emphasis is on motivation, personality, attributions, disengagement from sport, aggression, leadership, and communication patterns.

*Prerequisites:* PSYC 1101 or permission of instructor

**EXCS 3310 Coaching Theory and Methods. (3)** Fall

Theories and principles pertaining to effective coaching of amateur and experts athletes. Emphasis is placed on examining and discussing concepts related to successful leadership, leading with a purpose, and creating positive learning/performance environments.

**EXCS 3313 Leadership in Physical Education and Athletics. (3)** On Demand

A study of the leadership skills necessary to implement and conduct physical activity programs and functions.

**EXCS 3332 Prevention and Care of Athletic Injuries/Ilnesses. (3)** Fall and Spring

This course focuses on common injuries and illnesses occurring in athletics. Topics include, but are not limited to, heat exhaustion, heat stroke, abdominal injuries, injury management, emergency triage, anatomical instability, blood borne pathogens, and mechanics of injury.

*Co-requisites:* BIOL 2148/L or permission of instructor

**EXCS 3333 Yoga for Wellness. (2) Fall and Spring**

A study of the effects that yoga has on all aspects of the human body, including physical, mental, and spiritual. Topics will include breathing techniques, *asanas*, fasting, meditation, and different disciplines of yoga.

**EXCS 3334 Advanced Yoga. (2) Fall and Spring**

This advanced course will build on the foundation that the “Yoga for Wellness” course established. “Advanced Yoga ” will emphasize mental focus, body organization, alignment, technique, and core development. This advanced yoga course with martial arts training is designed to bring the student eye to eye with their greatest obstacles, which are perceived physical and mental limitations. This course is one pathway to cultivating the mind/body clarity and power that leads to developing the will.

**EXCS 3354 Applied Exercise Anatomy (3) Fall**

This course provides an investigation of the human skeletal and neuromuscular systems as they relate to exercise performance. Emphasis is on the application of gross human anatomy to exercise movements.

*Prerequisites:* BIOL 2148/L or permission of instructor

**EXCS 3360 Motor Behavior and Control (3) Fall**

This course is a study of how individuals learn and perform motor skill with special emphasis on mental and psychological aspects of learning and practical applications to teaching and coaching. The control of movement considering inputs from the neurosensory system is included.

*Prerequisites:* Junior or Senior standing or permission of instructor

**EXCS 4310 Biomechanics (3) Spring**

This course provides a study of the material properties of musculoskeletal tissues. In addition, the effects of the internal and external forces acting on the tissues will be examined. The effects of external forces on human movement will be explored.

*Prerequisites:* EXCS 3354, 3354L or permission of instructor

**EXCS 4311 Principles of Strength & Conditioning. (3) Fall**

This course is designed for Exercise Science students requiring knowledge and practical experience in strength and conditioning. This course will prepare you to demonstrate and teach weight training exercises, perform a needs assessment of a sport or athlete, program a periodized training plan for a sport or athlete addressing all aspects of training including strength, conditioning, and flexibility.

*Prerequisites:* EXCS 3352, 3352L or permission of instructor

**EXCS 4312 Theories and Principles of Athletic Conditioning (3) Spring**

This course focuses on research-based training principles involved in athlete development and their application to both well established and more recent theoretical concepts. Discussions will focus on the practicality, feasibility, and the legitimacy of theoretical concepts. Concepts may include periodization, athlete monitoring methods, training techniques, training equipment and current trends in the training and fitness industry.

*Prerequisite:* EXCS 4311 or permission of instructor

**EXCS 4325 Exercise and Sports Nutrition (3) Spring**

This class studies the nutritional needs of strength, endurance and team sport athletes. Recommendations for carbohydrate, fat, and protein feeding will be covered. Aspects of nutrient timing relative to activity will be addressed. Strategies for hydration will be discussed. Information about sport supplements will be presented as will issues surrounding eating disorder and consequences in athletes.

*Prerequisites:* CHEM 1005 or CHEM 1101/L

**EXCS 4330 Techniques in Human Performance Assessment (2) Fall**

This course introduces procedures and protocols for laboratory and field tests used in assessing athlete conditioning. Tests for muscular strength and power, agility, speed, anaerobic capacity, lactate threshold, aerobic capacity, and other physiological measures will be addressed. Sport specific tests also will be covered. Test protocols, procedures, and interpretation will be covered with practical application.

*Prerequisites:* EXCS 3352, 3352L, and 4310 or permission of instructor

**EXCS 4360 Introduction to Research in Exercise Science (3) Fall**

This course examines current research trends in exercise science and addresses the research process in kinesiology. Emphasis is on learning techniques of research in the exercise sciences and the professional presentation of research and related aspects.

*Co-requisites:* MATH 1114 and Senior standing or permission of instructor

**EXCS 4380 Senior Seminar Exercise Science (2) Spring**

This course is designed to build upon all experiences from previous exercise science courses and prepare students for placement after graduation. As this course serves as a culmination of previous EXCS courses, it should not be taken until the senior year. Coursework will be focused around exercise science career preparation and possible certification exam preparation.

*Prerequisites:* Declared major and Senior standing

**EXCS 4400 Internship (3-6) Fall, Interim, Spring, Summer**

An opportunity for students to gain added applied experience and insight in approved off-campus settings. Internships consist of a minimum of 120 hours (per 3 credits) of work in areas such as physical and/or occupational therapy offices, health clinics, fitness gyms, coaching assignments, etc. Assignments may also include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material. The internship must first be discussed with the student's advisor prior to beginning the internship. Information from this meeting will then be transferred to the Career Development Center for placement. The application process is unique to each facility.

**EXCS 4495 Independent Study I. (variable credit) on demand**

This course allows students to pursue a special problem or topic beyond those encountered in any formal course.

*Prerequisites:* To be determined by the instructor, based on the material to be studied.

**EXCS 4496 Independent Study II. (variable credit)** on demand

This course allows students to pursue a second special problem or topic beyond those encountered in any formal course.

*Prerequisites:* To be determined by the instructor, based on the material to be studied.

**PHYSICAL EDUCATION ACTIVITIES (PEDU)**

The physical education activity program is designed to provide opportunities for learning or enhancing those skills necessary to participate in leisure time activities throughout the life cycle. Special emphasis also is given to activities that improve one's physical fitness and condition. All courses carry one (1) semester hour of credit and count toward the hours needed for graduation.

**PEDU 1102 Beginning Archery. (1) On Demand**

Basic competencies in archery techniques and safety with experiences in target shooting.

**PEDU 1103 Badminton. (1) On Demand**

Introduction to the skills, strategies, and rules of badminton.

**PEDU 1104 Basketball. (1) On Demand**

Basic competencies in the techniques, strategies, and rules of basketball.

**PEDU 1105 Jogging. (1) On Demand**

Participation in progressive running programs designed to increase cardiovascular endurance.

**PEDU 1106 Touch Rugby (1) On Demand**

Introduction to the skills, strategies, and rules of touch rugby.

**PEDU 1108 Physical Conditioning. (1) On Demand**

Basic assessment, maintenance, and improvement of overall physical fitness.

**PEDU 1109 Beginning Golf. (1) On Demand**

Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

**PEDU 1111 Softball. (1) On Demand**

Basic competencies and knowledge of rules and strategies of softball.

**PEDU 1112 Beginning Tennis. (1) On Demand**

Introduction to the basic skills, strategies, and rules of tennis.

**PEDU 1114 Volleyball. (1) On Demand**

Basic competencies in the techniques, strategies, and rules of volleyball.

**PEDU 1122 Weight Training & Plyometrics. (1) On Demand**

Introduction to exercises that are geared toward increasing speed, power, and jumping ability. A basic overview of the physiological factors involved in the exercises.

**PEDU 1123 Beginning Swimming. (1) On Demand**

Introduction to the aquatic environment, with emphasis on competence in primary swimming and safety skills and stroke readiness.

**PEDU 1124 Intermediate/Advanced Swimming. (1) On Demand**

Development and refinement of key swimming strokes. Introduction to turns, surface dives, and springboard diving.

*Prerequisite:* PEDU 1123 or equivalent skills

**PEDU 1130 SCUBA. (1) On Demand**

Competencies in safe diving techniques and practices, as well as safe use of SCUBA diving equipment. PADI Open Water Diver Certification available upon completion of course and optional trip for checkout dives.

**PEDU 1159 Sailing. (1) On Demand**

Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities are required.

**PEDU 1161 Rhythmic Aerobics. (1) On Demand**

A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength and flexibility.

**PEDU 1164 Water Aerobics. (1) On Demand**

Development of cardio-respiratory endurance, flexibility, body composition, and muscle endurance/tone through vigorous water exercise.

## **GENDER STUDIES**

### *INTRODUCTION*

Gender Studies is an interdisciplinary field of study that complements a liberal arts education by drawing upon a variety of disciplines to gain a critical awareness of gender. In developing this awareness and in presenting its diversity, courses also explore race, ethnicity, culture, age, and social class as categories of analysis. While exploring these issues, the courses also promote the development of skills in critical thinking, speaking, and writing. Courses focus on past and present gender roles in culture, politics, the family, the arts and sciences, health care, business, and religion.

### *LEARNING OBJECTIVES*

A minor in Gender Studies consists of fifteen (15) **semester hours**, three (3) of which must be GNDR 1101 (Introduction to Gender Studies). Of the remaining twelve (12) hours, six (6) must be taken at the 3000 level. This flexibility, coupled with the interdisciplinary nature of the field, permits students to design a minor that best reflects their academic and future career interests. (Only cross-listed courses taken during or after Fall 2000 may be applied to the minor in Gender Studies.)

### *COURSE DESCRIPTIONS (GNDR)*

#### **\*GNDR 1101 Introduction to Gender Studies. (3)**

This course provides an understanding of gender and the evolution of gender roles within one's own culture and that of others. In developing this understanding, emphasis is placed on the great diversity of gender roles in individual lives by considering such factors as race, age, marital, and class status.

### *CROSS-LISTED COURSES*

#### **GNDR 2500**

**or Kinship and Families. (3)**

#### **SOCI 2500**

This course offers a multidisciplinary perspective on contemporary marriages, families, and other intimate relationships. Students will become familiarized with competing models and theories on relationships. In addition, this course explores cross-cultural variation in family systems as well as diversity and change within the American population. Topics to be covered include mate selection, sexuality, marital structure, marital happiness, divorce, parenting, and alternative family forms.

#### **GNDR 3110**

**or Special Topics: Latin American Women Writers. (3)**

#### **LAST 3110**

This course—taught in English—will focus on gender, race, and social class as portrayed in the works of major Latin American women and Latina writers. (Note: the writers studied in this course differ from those studied in GNDR/SPAN 4002.)

#### **GNDR 3320**

**or      The Ethics of Sexuality, Marriage, and Gender. (3)**  
**RLGN 3320**

A study of the moral issues related to sexuality, gender roles, and family life. Topics vary per offering but may include ethical reflection on such topics as the meaning and purpose of sexuality, gender roles, pre-marital and extra marital sexuality, homosexuality and family structure. We will compare the range of positions on these issues within Christianity, and also compare them with positions in other world faiths.

*Prerequisite:* A Religion course (RLGN 1101, 1102, 1103, 1104, 1105, 1106, 1107 or 1108).

**GNDR 3500**  
**or      Race, Ethnicity, and Gender in Society. (3)**  
**SOCI 3500**

Students will become aware of the impact of race, ethnicity, and gender in a global society. The norms, values, and patterns of communication associated with each category and how these affect personal life choices and social status will be examined. Specifically, students will be become aware of how the basic social institutions, such as the economy, the family, education, religion and the political system, are biased institutions with differing ideals and expectations for women and men, as well as for different races and ethnic groups.

*Prerequisite:* SOCI 1000

**GNDR 4002**  
**or      Latin American Women Writers. (3)**  
**SPAN 4002**

This course—taught in Spanish—will focus on gender, race, and social class as portrayed in the works of major Latin American women and Latina writers. (Note: The writers studied in this course will differ from those studied in GNDR/LAST 3110.)

*Prerequisite:* SPAN 4000 or SPAN 4001 or permission of instructor.

**GNDR 4440**  
**or      Modern & Contemporary Fiction. (3)**  
**ENGL 4440**

The primary focus of this course will be narratology, the close examination of the role of the narrator of each work. All the works present some form of unreliable narrator (liar, insane, uncertain, confused, etc.). Class readings and discussion will focus on the form and function of such untrustworthy narrators. At the core of the narratives is a relationship, usually between a man and a woman. Our secondary focus will be on the role of gender in the nature of these relationships. The difference, for example, in the reportage from a feminine vs. a masculine point of view; the role of men vs. the role of women in relationships, especially in relation to the progression of the twentieth and twentieth-first centuries; the importance of gender on the narrator's experience of how she or he conveys that experience; the ways in which the narrator is perceived by others (both characters and readers) in relation to gender; use of feminist critical perspective in viewing these relationships.

**GNDR 4470**

**or Women and the Green World (3)**

**ENGL 4470 Special Topics**

This course will explore the ways in which women writers relate to and write about the green world. Has the world of plants, forests, and herbs, as Linda Baron & Brenda Peterson claim, “long been the province of women” (xi)? Is women’s bond with the plant kingdom inherently different from men’s? What motivates women, in particular, to reflect on “the emotional, philosophical, and spiritual aspects” (xii) of humanity’s interaction with the green world? If, as Baron & Peterson maintain “(t)he green world is fundamental to our identity”. How do women create, reflect, and/or interact with such an identity through the craft of writing? These are the questions we will examine as we read texts by Isabel Allende, Zora Neale Hurston, Mary Crow Dog, Naomi Shihab Nye, Mary Oliver, Robin Wall Kimmerer, and others.

**GNDR 4499**

**or Special Topics: American Women. (3)**

**HIST 4499**

A course offered at the junior/senior level, focusing on a specialized topic in the field of history.

*Interim-term courses are offered in Gender Studies. In addition, internships are available and encouraged.*

**\*Denotes GNDR courses that satisfy components of Programmatic Goal 2 in the Ethos Curriculum.**

## **HISTORY**

### ***INTRODUCTION***

The faculty of the History program believes that all persons, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believes that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student with the most appropriate educational background for lifelong learning by integrating knowledge from the broadest range of disciplines. It is the mission of the faculty in the History program at LaGrange College to facilitate the growth of students' critical, analytical, creative and communicative faculties through curricular and co-curricular methods in an ethical and caring environment.

The faculty of the department believes that students who select to complete a major course of study in History should have the foundation knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:

- pursue graduate study within the discipline;
- pursue a professional degree in a selected field of study;
- pursue employment as a teacher in pre-collegiate education;
- seek employment in a field such as government, entry-level historic documentation and preservation, social or historic entry-level research, or a field where their liberal arts preparation can be beneficially utilized.

Graduates of the History program may be found pursuing careers in business, law, education, politics and government, broadcasting, journalism, the ministry and other fields of endeavor. In all of these endeavors, our graduates have found that their education has provided a foundation for their careers and for their growth in life.

### ***PROGRAM OBJECTIVES***

The History Faculty strives to:

- Provide students opportunities through its curricular and co-curricular programming to develop their appreciation for and understanding of the complex nature of the human past.
- Provide students an opportunity to gain a deeper appreciation of the liberal arts and history's contribution to it.
- Provide students with opportunities to improve their creative, critical and communicative abilities through both curricular and co-curricular programs.
- Encourage student engagement within the discipline through curricular and co-curricular programming that occurs in an ethical and caring environment.

### ***STUDENT LEARNING OBJECTIVES***

To achieve the mission and objectives set forth above, all courses seek to help each student ultimately demonstrate:

- grounding in and familiarity with basic historical narratives;
- ability to master and analyze primary sources;
- awareness of historiography and the ability to critically assess it;
- capacity to creatively synthesize material from a variety of sources;

- mastery of oral, written, and electronic communication skills;
- facility in locating and critically assessing both digital and print source materials.

### *ASSESSMENT OF STUDENT LEARNING OBJECTIVES*

Students graduating with degrees in history are required to successfully complete the capstone senior history seminar, research and defend a senior thesis, and create a major field portfolio. Through these requirements, students must demonstrate their mastery of the major's objectives.

### *COURSE OF STUDY*

The History program offers both a major and minor course of study in history. In addition, the following programs of study in Public History are offered: a Public History concentration for History majors and a Public History minor for non-majors.

Those wishing to major in History are encouraged to declare their major during the beginning of the Spring semester of their sophomore year.

IN ADDITION TO COMPLETING THE ETHOS CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN HISTORY MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS, OBTAINING A GRADE OF C- OR BETTER IN ALL MAJOR COURSES:

### *REQUIREMENTS FOR A MAJOR IN HISTORY*

The History program offers the following major in History:

A. Prerequisite Courses:

HIST 1101 and 1102 World Civilization

HIST 1111 and 1112 United States History

These courses can be met by AP, CLEP tests, or by transfer credit.

B. Two (2) courses from:

HIST 2305 Islamic World to 1500

HIST 2331 Colonial Latin America

HIST 2380 Introduction to the History of East Asia

One (1) course from:

HIST 3317 Colonial America

HIST 3319 Nineteenth-Century America

HIST 3416 Twentieth-Century America

One (1) course from:

HIST 3301 The Greco-Roman World

HIST 3302 The Middle Ages

HIST 3320 The Renaissance and the Reformation

One (1) course from:

HIST 3372 Europe, 1660-1870

HIST 3374 Europe, 1870– Present

One (1) course from:

HIST 3380 History of China

HIST 3382 History of Korea

Two (2) required courses:

HIST 2000 Research Methods in History

HIST 4490 Senior History Seminar

- C. An additional nine (9) semester hours of 3000- and 4000-level History courses are required. The total major course requirements are 33 semester hours of credit beyond 1000-level courses (i.e., a total of 45 semester hours). Those majors seeking a concentration in Public History have slightly different requirements. Please see the section on the concentration/minor in Public History.

History majors are encouraged to pursue the widest possible liberal arts preparation by the careful selection of courses from the Ethos Curriculum structure.

### *REQUIREMENTS FOR A MINOR IN HISTORY*

The minor in history consists of fifteen (15) semester hours of history courses successfully completed with no lower than a grade of C-. At least six (6) of those hours must be at or above the 3000 level.

### *PUBLIC HISTORY MINOR/ PUBLIC HISTORY CONCENTRATION*

#### *Introduction*

The History program offers a Public History concentration for history majors as well as a Public History minor open to all students. These options are designed to offer interdisciplinary training to those interested in pursuing a career in public history. Both the concentration and the minor provide a strong basis in public history, focusing on research, critical issues in the field, and practical hands-on experience through the internship. These core history courses are supplemented with interdisciplinary electives designed to augment the student's proficiency in administration and communication in the public setting.

Graduates with a minor or concentration in Public History will have the foundation for pursuing a variety of careers, including those in archives, museums, historic sites, editing, corporate history, non-profit organizations, oral history, historical preservation, cultural resource management, and local, state, or national government agencies.

### *STUDENT LEARNING OBJECTIVES*

Graduates with a minor or concentration in Public History should demonstrate:

- Competency in the basic components, knowledge, techniques, and practical application of public history;
- The ability to apply historical research techniques, analysis, and presentation in a public setting;
- An understanding of the contemporary issues facing public historians and the ability to critically respond to those issues;
- Practical, hands-on experience working within the field;

- Competency in the administrative methodology utilized at public history sites;
- Ability to creatively communicate information and implement historical presentations for a non-academic audience.

#### *ASSESSMENT OF LEARNING OBJECTIVES*

Students graduating with a concentration in public history are required to successfully complete the capstone senior history seminar, research and defend a senior thesis, pass a major field exit examination, and be successfully evaluated during a hands-on public history internship. Through these requirements, students must demonstrate their mastery of the major's objectives.

#### *REQUIREMENTS FOR A MINOR OR CONCENTRATION IN PUBLIC HISTORY*

The requirements for the Public History concentration are in addition to the requirements for the History major (though some overlap). The requirements for both the concentration and the minor in Public History are as follows:

Required Courses (9 hours):

- HIST 2000: Research Methods in History
- HIST 3000: Public History
- HIST 4485: Internship in Public History

Elective Courses (6 hours) Choose one (1) course from each area:

One course in Administration and Methods:

- ARTD 3101 or 3102 (Museum Studies I or II)
- POLS 3312 (Public Administration and Public Policy)

One course in Communication and Implementation:

- ARTD 2201 (Graphic Design I), 2223 (Basic Photography), or 2224 (Documentary Photography)
- ENGL 3303 (Advanced Composition), 3310 (Art of Argumentation), or 3315 (Readings in Literary Journalism)
- THEA 2110 (Introduction to Design) or THEA 2360 (Costume Construction)

For a Public History minor, 15 semester hours are required, as outlined above. For a History major with a Public History concentration, a total of 48 semester hours is required:

- 12 hours of prerequisites (see Section A under "Requirements for a Major in History");
- 24 hours in accordance with Section B; and
- instead of "an additional nine (9) semester hours of 3000- or 4000-level History courses" as listed in Section C, History majors with a Public History concentration need twelve (12) additional credits:
  - HIST 3000
  - HIST 4485
  - one (1) Administration and Methods elective and
  - one (1) Communication and Implementation elective.

#### *PHI ALPHA THETA*

The history department is home to an active chapter of Phi Alpha Theta, the national history

honor society. It is open to students of any major who meet the following requirements: a 3.0 GPA overall, a 3.1 GPA in history courses, and a minimum of 12 hours of history courses completed.

### *COMBINED B.A. AND M.A.T. PROGRAM OF STUDY*

Undergraduate students who meet the admission requirements for the M.A.T (passing GACE Program Admissions Assessment or a combined SAT score of more than 1000 and completing the Georgia Code of Ethics for Educators Assessment) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering MAT cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

### *COURSE DESCRIPTIONS (HIST)*

**\*Denotes HIST courses that may requirements of Programmatic Goal 2 in the Ethos Curriculum.**

**\*HIST 1101 World Civilization I. (3) Fall**

Survey course on the development of world civilization up to 1660.

**\*HIST 1102 World Civilization II. (3) Spring**

Survey course on the development of world civilization from 1660 to the present.

**\*HIST 1111 History of the United States to 1865. (3) Fall**

Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

**\*HIST 1112 History of the United States, 1865 to the Present. (3) Spring**

Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

**HIST 2000 Research Methods in History. (3) Spring**

This course is required of all sophomore history majors. It acquaints the student with the basic components of historical methodology and research.

**HIST 2305 The Islamic World to 1500. (3) on demand**

This introductory survey course will examine the development of Islam, its growth and diversification from its birth in seventh century C.E. Arabia through the Ottoman conquest of Constantinople in 1453.

**HIST 2331 Colonial Latin American History. (3) on demand**

An introductory survey of the history of Latin America from the pre-Conquest era through the independence movements of the early nineteenth century.

**HIST 2380 Intro to the History of East Asia. (3) on demand**

This course is an introductory survey of East Asian history from the earliest historic periods to the close of the twentieth century and will cover a variety of topics throughout multiple periods in East Asian history from the origins of East Asian civilization, pre-imperial China, early Korean confederations, and Yamato Japan to the vicissitudes of East Asia in the twenty-first century.

**HIST 3000 Public History. (3) on demand**

This course provides an overview of public history, exploring the many arenas in which one can apply the practical use of historical research, analysis, writing, and presentation in non-teaching fields. Students learn what constitutes public history, understand the techniques and practices associated with it, and develop a critical assessment of the public history field and the contemporary issues facing public historians. The course also aims to improve students' abilities to apply historical skills and knowledge, especially in their presentation of information to general audiences outside of academia.

**HIST 3301 The Greco-Roman World. (3) Fall**

A study of Greco-Roman civilization from its birth in ancient Greece through the collapse of the western Roman Empire in the fifth century A.D.

**HIST 3302 The Middle Ages, 350-1350. (3) Spring**

This course offers a comprehensive study of the development of medieval civilization from the late fifth century to the late fourteenth century.

**HIST 3306 History of the South. (3) on demand**

Emphasis on the colonial, antebellum, Civil War, Reconstruction, and/or New South periods.

**HIST 3310 Constitutional History of the United States to 1900. (3) on demand**

An analysis of fundamental constitutional development from 1776 to present.

*Prerequisites:* HIST 1111 and HIST 1112

**HIST 3311 Constitutional History of the United States, 1901 to the Present. (3) on demand**

An analysis of fundamental constitutional development from 1901 to the present.

**HIST 3315 Georgia History. (3) on demand**

A study of Georgia History from the pre-colonial period to the present, with emphasis on the historical, social, economic, and political development of the State.

**HIST 3317 Colonial America. (3) on demand**

This course examines the colonial history of British North America during the seventeenth and eighteenth centuries.

**HIST 3319 Nineteenth-Century America. (3) on demand**

This course examines the history of the United States over the course of the 1800s, tracing its developments from a fledgling nation, through internal divisions, to its rise as an industrial world

power. Themes may include race, gender, Jeffersonian republicanism, popular democracy, territory and war, the frontier, expansion and imperialism, and industrialization.

**HIST 3320 The Renaissance and the Reformation, 1350-1600. (3) Fall**

This course offers a detailed study of the civilization of Renaissance and Reformation Europe. Primary focus is on the artistic and religious achievements of the period 1350 to 1600.

**HIST 3330 The Medieval Church and Papacy. (3) Spring**

This course examines the institutional and cultural history of the medieval church, with special emphasis on the role of the papacy and its impact on medieval civilization.

**HIST 3332 Comparative Colonization and Slavery. (3) on demand**

This course offers a comparative examination of colonial contact in the Americas, including the interaction of Europeans, natives, and Africans within the French, Spanish, and British empires of the New World.

**HIST 3341 Russia to 1856. (3) Fall**

A comprehensive survey of the Russian historical development from the appearance of the Kievan State in the 9<sup>th</sup> century through the Crimean War.

**HIST 3342 Russia, 1856 to the Present. (3) Spring**

An examination of the Imperial Russian state.

**HIST 3350 Renaissance and Renascences. (3) Spring**

An examination of the great cultural revivals from the age of Charlemagne to the age of Michelangelo.

**HIST 3361 History of England to 1689. (3) Fall**

A political, economic, social, and cultural history of England from 55 B.C. to 1689.

**HIST 3362 History of England, 1689 to the Present. (3) Spring**

A political, economic, social, and cultural history of England from 1689 to the present.

**HIST 3372 Europe, 1660-1870. (3) Fall**

A comprehensive survey of European history from the reign of Louis XIV through the rise of the modern German state in 1870.

**HIST 3374 Europe, 1870 to the Present. (3) Spring**

A comprehensive survey of European history from the Bismarckian Era to the present.

**HIST 3378 European Diplomatic History, 1890 to the Present. (3) on demand**

A detailed examination of European international relations from 1890, the end of the Bismarckian system, to the present.

**HIST 3380 History of China. (3) on demand**

This course is a survey of Chinese history from the earliest historic periods to the close of the twentieth century and will cover a variety of topics throughout multiple periods in Chinese history including philosophies of Confucianism, Legalism, Daoism, and Buddhism, Chinese statecraft, political and economic history, the intersections of society and commerce, gender, technology, agriculture, institutional history, diplomacy, and trends in Anglophone China historiography.

**HIST 3382 History of Korea. (3) on demand**

This course provides an overview of the contending histories of Korean politics, thought, religion, and culture from legendary origins to contemporary states and societies. Course readings place a strong emphasis on historical sources in English translation.

**HIST 3416 Twentieth-Century America. (3) on demand**

An intensive study of the United States during the twentieth century.

**HIST 4485 Internship in Public History. (1-6) on demand**

This course allows students practical experience in the field of public history. Internships consist of a minimum of 120 hours (per 3 credits) of work in areas such as archival management, historical editing and publication, exhibit design, historical tourism, and collections processing. May be repeated for a maximum of six (6) credits, but only three (3) credit hours may apply to the major requirements.

**HIST 4486 National History Day Service Seminar. (3) on demand**

This service seminar combines a focused study of applied public history with service ‘in the field.’ Students will actively engage in public history by providing mentoring services to middle and high school students through the National History Day Program.

**HIST 4490 Senior History Seminar. (3) Spring**

A study of historiography and research methods and materials.

*Prerequisites:* Senior History Major or permission of the professor and the Chair of the Department. This course may be attempted only twice.

**HIST 4499 Special Topics. (3) on demand**

A course offered at the junior/senior level, focusing on a specialized topic in the field of history.

## MATHEMATICS

### *INTRODUCTION*

Today, many professions require employees to possess quantitative and analytical skills. In truth, employers are seeking applicants who have more than factual knowledge; instead, they want applicants who possess good problem-solving skills, the ability to think and reason analytically, and the ability to continue to learn on the job. Because mathematics is rooted in logic and is a fundamental tool for many other fields, particularly those in the natural and social sciences, it is the ideal discipline to study in an effort to acquire these necessary skills and prepare for successful careers in an ever-changing society.

A degree in Mathematics can provide the foundation needed to launch a career in teaching, industry, government agencies, insurance companies, and many other fields. Majors may also go on to graduate programs in mathematics, statistics, actuarial science, law, and other areas. In particular, recent LC Mathematics graduates have secured positions

- teaching mathematics at various levels;
- working for the U.S. Census Bureau; and
- in mathematical-related industries, including supervisory positions in these industries.

LaGrange College Mathematics graduates have also successfully completed graduate programs in

- mathematics
- mathematics education
- statistics
- law school

### *MISSION STATEMENT*

The Mathematics Program supports the College's commitment to the liberal arts education of its students by using mathematics as a means to improve students' critical thinking, communicative, and creative abilities, through the exploration of abstract and applied mathematics, in a caring and supportive environment.

### *PROGRAM OBJECTIVES*

The Mathematics Program strives to provide

- opportunities for all students to increase their understanding of mathematics as a discipline, measured by individual course assessments in all Core Mathematics classes (Core Understanding of Mathematics); and
- a well-rounded curriculum that prepares the Mathematics majors for graduate study in mathematic-related fields or employment in a variety of related fields, measured by data on graduates and alumni survey (Future Endeavors).

### *LEARNING OUTCOMES*

- 1) Students in Core classes will demonstrate the abilities to think critically and creatively and to communicate mathematics effectively.
- 2) Students completing a B.A. or B.S. in Mathematics should be able to
  - A) demonstrate an understanding of key mathematical concepts in the following areas:

- i) Algebra and Number Theory
  - ii) Measurement, Geometry, and Trigonometry
  - iii) Functions and Calculus
  - iv) Data Analysis, Statistics, and Probability
  - v) Matrix Algebra and Discrete Mathematics
- B) present a creative/original solution to a mathematics question that is new to the student and:
  - i) demonstrates effective communication skills,
  - ii) uses appropriate notation and terminology, and
  - iii) includes a valid and logical mathematical argument.
- 3) Students completing a B.S. in Mathematics with a concentration in Computational Mathematics should be able to
  - A) demonstrate the ability to program simple numerical algorithms in MATLAB or other programming environments.
  - B) obtain and utilize useful information from unrefined data, using mathematical and statistical techniques.
  - C) make appropriate assumptions to create a mathematical model that accurately represents a physical phenomenon, one that is amenable to solutions with a computer.

#### *ASSESSMENT OF LEARNING OUTCOMES*

- 1) At least 75% of students in Core Mathematics courses will demonstrate improvement on post-course exams (from pre-course exam scores).
- 2 A) At least 60% of graduating Mathematics majors will earn a score of 58% or higher on the Mathematics: Content Knowledge Praxis exam (Test Code: 0061 of the Praxis Series).  
A score of 58% is the largest minimum score required by any state that administers the Praxis exam as part of the secondary teacher certification process.
- 2 B) The accomplishment of this outcome will be demonstrated by the satisfactory performance of the student in delivering the presentation at a mathematics conference seminar during the final semester of the student's senior year. The topic of this presentation will be assigned by the Mathematics faculty no later than the end of the student's penultimate semester at LaGrange College. At least four (4) faculty members will be present and will rate the student on a five-point scale for each of I – III above. A satisfactory score will be achieved if the student receives an average score of 3 or higher in each area.
- 3) A comprehensive exam that focuses on the three (3) Learning Outcomes will be administered at the end of each student's final Mathematics course associated with the Computational Mathematics concentration (either MATH 3092 or MATH 3185). This exam will be graded independently by at least two (2) members of the Mathematics faculty. At least 70% of the students completing the Computational Mathematics concentration will earn a score of 65% or higher on this exam.

In addition, a survey is sent to recent graduates of the program during the Fall term of each year. The results of these surveys are considered and may result in changes to improve the program.

#### *DEGREES OFFERED*

Students can pursue the following degrees in Mathematics:

- Bachelor of Arts degree

- Bachelor of Science degree
- Bachelor of Science degree with a concentration in Computational Mathematics

IN ADDITION TO COMPLETING THE ETHOS CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN MATHEMATICS MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

*REQUIREMENTS FOR A MAJOR IN MATHEMATICS*

To be accepted as a Mathematics major, a student must

- have completed MATH 2221
- have an overall GPA of 2.25 or better, and
- have a GPA of 2.5 or better in all Mathematics courses numbered 2221 or higher.

*REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE*

The Bachelor of Arts degree is the liberal studies degree in Mathematics. Students who pursue the Bachelor of Arts degree have more options in selecting their courses, and are likely to seek careers as teachers or enter graduate programs in Mathematics Education. This degree requires a minimum of 43 semester hours in Mathematics courses, as follows:

MATH 1114 Introduction to Statistics (3)

MATH 2221 Analytic Geometry and Calculus I (4)

MATH 2222 Analytic Geometry and Calculus II (4)

MATH 2223 Analytic Geometry and Calculus III (4)

MATH 2224 Differential Equations (3)

MATH 2241 Programming for the Sciences (4)

MATH 3316 Probability Theory (3)

MATH 3335 Linear Algebra (3)

\*MATH 3380 Discrete Mathematics (3) OR MATH 3382 Combinatorial Design Theory (3)

\*\*MATH 4333 Modern Algebra I (3) OR MATH 4343 Analysis I (3)

MATH 4350 Senior Capstone (3)

*\* One (1) of these courses must be taken.*

*The other may be used to satisfy one of the additional courses in the next listing.*

*\*\* One (1) of these courses must be taken.*

*The other may be used to satisfy one of the additional courses in the next listing.*

PLUS two (2) additional courses selected from:

MATH 3092 Informatics/Data Mining (3)

MATH 3185 Mathematical Modeling (3)

MATH 3225 Partial Differential Equations and Boundary Value Problems (3)

MATH 3305 Number Theory (3)

MATH 3306 College Geometry (3)

MATH 3317 Mathematical Statistics (3)

MATH 3340 History of Mathematics (3)

MATH 3380 Discrete Mathematics (3)

MATH 3382 Combinatorial Design Theory (3)

MATH 4323 Complex Variables (3)

MATH 4333 Modern Algebra I (3)

MATH 4334 Modern Algebra II (3)

MATH 4343 Analysis I (3)

MATH 4344 Analysis II (3)  
MATH 4410 Numerical Analysis I (3)  
MATH 4411 Numerical Analysis II (3)  
MATH 4495 Independent Study (3)  
MATH 4496 Independent Study (3)  
MATH 4499 Special Topics in Mathematics (3)

*REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE*

The Bachelor of Science degree is designed for those students who plan to enroll in graduate programs in pure or applied mathematics or pursue industrial positions. This degree requires a minimum of 49 semester hours in Mathematics courses, as follows:

MATH 1114 Introduction to Statistics (3)  
MATH 2221 Analytic Geometry and Calculus I (4)  
MATH 2222 Analytic Geometry and Calculus II (4)  
MATH 2223 Analytic Geometry and Calculus III (4)  
MATH 2224 Differential Equations (3)  
MATH 2241 Programming for the Sciences (4)  
MATH 3316 Probability Theory (3)  
MATH 3335 Linear Algebra (3)  
MATH 3380 Discrete Mathematics (3)\* OR MATH 3382 Combinatorial Design Theory (3)\*  
MATH 4323 Complex Variables (3)  
MATH 4333 Modern Algebra I (3)  
MATH 4343 Analysis I (3)  
MATH 4350 Senior Capstone (3)

*\*One (1) of these courses must be taken.*

*The other may be used to satisfy one (1) of the additional courses in the next listing.*

PLUS two (2) additional courses selected from:

MATH 3092 Informatics/Data Mining (3)  
MATH 3185 Mathematical Modeling (3)  
MATH 3225 Partial Differential Equations and Boundary Value Problems (3)  
MATH 3305 Number Theory (3)  
MATH 3306 College Geometry (3)  
MATH 3317 Mathematical Statistics (3)  
MATH 3340 History of Mathematics (3)  
MATH 4334 Modern Algebra II (3)  
MATH 4344 Analysis II (3)  
MATH 4410 Numerical Analysis I (3)  
MATH 4411 Numerical Analysis II (3)  
MATH 4495 Independent Study (3)  
MATH 4496 Independent Study (3)  
MATH 4499 Special Topics in Mathematics (3)  
PHYS 2121 and 2122 are recommended.

In addition, PHYS 2121 and 2122 are recommended.

*REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A CONCENTRATION IN  
COMPUTATIONAL MATHEMATICS*

The B.S. in Mathematics with a concentration in Computational Mathematics helps prepare mathematics majors to meet the demands of ever-changing scientific computation in their future postgraduate work, whether in industry or academia. This degree requires a minimum of 58 semester hours, as follows:

MATH1114 Introduction to Statistics (3)  
MATH 2221 Analytic Geometry and Calculus I (4)  
MATH 2222 Analytic Geometry and Calculus II (4)  
MATH 2223 Analytic Geometry and Calculus III (4)  
MATH 2224 Differential Equations (3)  
MATH 2241 Programming for the Sciences (4)  
MATH 3092 Informatics/Data Mining (3)  
MATH 3185 Mathematical Modeling (3)  
MATH 3316 Probability Theory (3)  
MATH 3335 Linear Algebra (3)  
MATH 3380 Discrete Mathematics (3)\* OR MATH 3382 Combinatorial Design Theory (3)\*  
MATH 4323 Complex Variables (3)  
MATH 4333 Modern Algebra I (3)  
MATH 4343 Analysis I (3)  
MATH 4410 Numerical Analysis I (3)  
MATH 4350 Senior Capstone (3)  
An additional MATH course, as approved by advisor and department chair (3)  
An additional 3000 or 4000-level MATH course, as approved by advisor and department chair (3)

*\*One of these courses must be taken. PHYS 2121 and 2122 are also recommended.*

*REQUIREMENTS FOR A MINOR IN MATHEMATICS*

A minor in Mathematics consists of the following courses:

- MATH 2221, plus five (5) additional courses selected from
- MATH 2222, 2223, 2224, 2241, 3092, 3185, 3225, 3305, 3306, 3316, 3317, 3335, 3342, 3380, 3382, 4333, 4334, 4343, 4344, 4350, 4410, 4411, 4495, 4496, and 4499.

At least two (2) of the six (6) courses must be at the 3000 or 4000 level.

Total: ranges from 19 to 22 semester hours, depending on courses selected

*REQUIREMENTS FOR A MINOR IN COMPUTATIONAL MATHEMATICS*

The Computational Mathematics minor gives students not majoring in Mathematics the opportunity to explore tools and techniques that might enhance their quantitative research endeavors. In short, the Computational Mathematics minor should allow students from areas outside Mathematics to be able to effectively collect and analyze data in their respective fields. Courses required for a Computational Mathematics minor are

- MATH 2221 Calculus I (4)
- MATH 2241 Programming for the Sciences (4)
- MATH 3092 Informatics/Data Mining (3)
- MATH 3185 Mathematical Modeling (3)

- An additional MATH course, as approved by advisor and department chair (3)
- An additional 3000 or 4000-level MATH course, as approved by advisor and department chair (3)

Total: 20 semester hours

#### *COMPUTATIONAL MATHEMATICS INTERNSHIP/REU/RESEARCH*

Students seeking the B.S. in Mathematics with a concentration in Computational Mathematics or a minor in Computational Mathematics are encouraged to seek a Summer or Interim-term internship position in programs related to their majors that utilizes computational techniques. Students who are interested in graduate school could alternately consider attending a computational Research Experience for Undergraduates (REU), which is a National Science Foundation program offered at institutions throughout the country in a variety of science fields. Alternatively, these students may wish to engage in an undergraduate research project focused on computational applications in their field of interest, which may be jointly supervised by a research advisor from the student's field and by a faculty member of the Department of Mathematics.

#### *COMBINED B.A. AND M.A.T. PROGRAM OF STUDY*

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T.] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

#### *COURSE DESCRIPTIONS (MATH)*

##### **MATH 0100 Basic Mathematics. (3)** Fall and Spring

An introduction to algebra. Topics include instruction in real numbers, graphs, algebraic expressions, equations, and polynomials.

##### **MATH 1101 College Algebra. (3)** Fall and Spring

A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations.

*Prerequisite:* MATH 0100 or satisfactory Mathematics placement recommendation

##### **MATH 1114 Introduction to Statistics. (3)** Fall and Spring

An introduction to probability and statistics. Topics include descriptive statistics, probability, normal probability, confidence intervals, hypothesis testing, and linear regression.

*Prerequisite:* MATH 1101, 1221, or 2221

##### **MATH 1120 Problem Solving. (3)** Fall and Spring

Individual and small-group problem solving geared toward real-life situations and nontraditional problems. The course focuses on a number of problem-solving strategies, such as drawing a diagram, eliminating possibilities, making a systematic list, looking for a pattern, guessing and checking, solving an easier related problem and sub-problems, using manipulatives, working

backward, acting it out, unit analysis, using algebra and finite differences, and others. Divergent thinking and technical communication skills of writing and oral presentation are emphasized.

*Prerequisite:* MATH 1101 or higher

**MATH 1221 Precalculus. (4)** Fall and Spring

A study of calculus-oriented algebra and trigonometry. Topics include simplifying algebraic expressions, solving equations, exponential and logarithmic functions, applications of functions, graphs, and the trigonometric functions.

*Prerequisite:* MATH 1101 or satisfactory Mathematics placement recommendation

**MATH 2221 Analytic Geometry and Calculus I. (4)** Fall and Spring

An introduction to differentiation and integral calculus. Topics include limits, differentiation and applications, integration, and the calculus of exponential and logarithmic functions.

*Prerequisite:* A grade of C- or better in MATH 1121 (and permission of instructor) or 1221, or satisfactory Mathematics placement recommendation

**MATH 2222 Analytic Geometry and Calculus II. (4)** Fall and Spring

A continuation of MATH 2221. Topics include the applications of integration, the calculus of inverse trigonometric functions, techniques of integration, indeterminate forms, improper integrals, sequence and series, and the parametric equations, and the polar coordinates.

*Prerequisite:* A grade of C- or better in MATH 2221 or appropriate AP credit for MATH 2221.

**MATH 2223 Analytic Geometry and Calculus III. (4)** Spring

A continuation of MATH 2222. Topics include vectors and vector-valued functions of several variables, multiple integration, and vector analysis.

*Prerequisite:* A grade of C- or better in MATH 2222 or appropriate AP credit for MATH 2221 and MATH 2222.

**MATH 2224 Differential Equations. (3)** Fall

An introduction to differential equations. Topics include the study of first and second-order differential equations, first-order systems, linear systems, Laplace transforms, and numerical methods.

*Prerequisite or Co-requisite:* MATH 2223, 2241, or permission of instructor

**MATH 2241 Programming for the Sciences. (4)** Fall, odd years

A first course in mathematical programming in MATLAB that ranges from basic programming to the implementation of higher-level mathematics. Additional topics include learning a typesetting system (LaTeX) for producing technical and scientific documentation.

*Prerequisite:* MATH 2221

**MATH 3092 Informatics/Data Mining. (3)** Spring, odd years

A study of the storage of data and the procedures used to extract and organize valuable information.

*Prerequisites:* MATH 2221 and MATH 2241 or permission of instructor

**MATH 3185 Mathematical Modeling. (3)** Spring, even years

A thorough introduction to mathematical modeling techniques. Topics include the quantification of physical processes, model predictions and natural systems, and model comparisons and results.

*Prerequisites:* MATH 2221 and MATH 2241 or permission of instructor

**MATH 3225 Introduction to Partial Differential Equations and Boundary Value Problems. (3)** on demand

Topics include Fourier Series, the Wave Equation, the Heat Equation, Laplace's Equation, Dirichlet Problems, Sturm-Liouville Theory, the Fourier Transform, and Finite Difference Numerical Methods.

*Prerequisite:* MATH 2224

**MATH 3306 College Geometry. (3)** on demand

A study of the concepts of plane Euclidean geometry, with an introduction to coordinate geometry and non-Euclidean geometries.

*Prerequisite:* MATH 2221

**MATH 3316 Probability Theory. (3)** Spring, even years

An Introduction to probability theory. Topics include random variables, method of enumeration, conditional probability, Baye's theorem, discrete distributions (binomial distribution, and Poisson distribution), continuous distributions (uniform distribution, exponential distribution, gamma distribution, chi-square distribution, and normal distributions), Multivariate distributions.

*Prerequisite:* MATH 2222

**MATH 3317 Mathematical Statistics. (3)** on demand

An introduction to the mathematical theory of statistics. Topics include estimation and maximum likelihood estimates, sampling distributions, confidence intervals, and hypothesis testing.

*Prerequisite:* MATH 3316

**MATH 3335 Linear Algebra. (3)** Spring

An introduction to linear algebra and matrix theory. Topics include vectors, systems of linear equations, matrices, eigenvalues, eigenvectors, and orthogonality.

*Prerequisite:* MATH 1121, 2221, 2241, or permission of instructor

**MATH 3340 History of Mathematics. (3)** on demand

An historical development of mathematical concepts.

*Prerequisite:* MATH 2221 or permission of instructor

**MATH 3380 Discrete Mathematics. (3)** Fall, even years

An introduction to discrete mathematics. Topics include set theory, combinatorics, recurrence relations, linear programming, and graph theory.

*Prerequisite:* MATH 2221

**MATH 3382 Combinatorial Design Theory. (3)** Fall, odd years

A study of techniques used for constructing combinatorial designs. Basic designs include triple systems, Latin squares, and affine and projective planes.

*Prerequisite:* MATH 2221

**MATH 4323 Complex Variables. (3)** Spring, odd years

An introduction to complex variables. Topics include complex numbers, analytic functions, elementary functions, complex integration, series representations for analytic functions, residue theory, and conformal mapping.

*Prerequisite:* MATH 2223

**MATH 4333 Modern Algebra I. (3)** Fall, odd years

An introduction to modern abstract algebra.

*Prerequisite:* MATH 2222

**MATH 4334 Modern Algebra II. (3)** on demand

A continuation of Modern Algebra I.

*Prerequisite:* MATH 4333

**MATH 4343 Analysis I. (3)** Fall, even years

An introduction to Analysis.

*Prerequisite:* MATH 2223

**MATH 4344 Analysis II. (3)** on demand

A continuation of Analysis I.

*Prerequisite:* MATH 4343

**MATH 4350 Senior Capstone. (3)** Spring

A study of problem-solving techniques selected from the spectrum of Mathematics coursework required to complete a Mathematics major at LaGrange College. Topics come from a variety of areas, including algebra, trigonometry, geometry, calculus, discrete mathematics, probability and statistics, and mathematical reasoning and modeling.

*Prerequisite:* Senior standing and permission of instructor

**MATH 4410 Numerical Methods I. (3)** on demand

An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations, and least-squares.

*Prerequisites:* MATH 2222

**MATH 4411 Numerical Methods II. (3)** on demand

A second course in numerical analysis with computational solutions. Topics include solutions to ordinary and partial differential equations, higher-order quadratures, curve-fitting, and parameter estimation.

*Prerequisite:* MATH 4410

**MATH 4495 Independent Study in Mathematics I. (variable)** on demand

This course allows students to pursue a special problem or topic beyond those encountered in any formal course.

*Prerequisites:* Minimum prerequisites are outlined in the *LaGrange College Bulletin*. Additional prerequisites will be determined by the instructor, based on the material to be studied.

**MATH 4496 Independent Study in Mathematics II. (variable)** on demand

This course allows students to pursue a second special problem or topic beyond those encountered in any formal course.

*Prerequisites:* Minimum prerequisites are outlined in the *LaGrange College Bulletin*. Additional prerequisites will be determined by the instructor, based on the material to be studied.

**MATH 4499 Special Topics in Mathematics. (variable)** on demand

A course offered at the junior/senior level focusing on a specialized topic from the field of mathematics. A prerequisite may be required.

## MODERN LANGUAGES

### *STUDENT LEARNING OUTCOMES*

1. The student will demonstrate effective communication skills in the target language.
2. The student will demonstrate cultural knowledge of the target language.
3. The student will demonstrate the ability to critically read and analyze a cultural or literary text in the target language.

### *PROGRAM OBJECTIVES*

1. The program offers continual development of effective communication skills in the target language.
2. The program strives to develop cultural awareness and sensitivity.
3. The program develops the ability to critically read and analyze a cultural or literary text in the target language.
4. The program encourages internship experience using the target language in a variety of fields.

### *ASSESSMENT OF LEARNING OBJECTIVES*

Success in achieving the objectives of all majors and minors in this program (except for the minor in Asian Studies, which has its own distinct learning objectives and assessment methods) will be demonstrated in the following ways:

- completion of each major/minor course with a grade of C or better;
- completion of an exit survey.

## *MODERN LANGUAGES*

Courses are taught in French, German, Japanese, Korean, Spanish, and other modern or classical languages. (Additional languages, such as Conversational Chinese and Biblical Greek, are offered under the LANG label.)

### *FRENCH / MINOR IN FRENCH*

For students wishing to develop their general understanding of French and the Francophone world and to concentrate in a particular area of French language study, we offer a minor in French.

### *REQUIREMENT FOR A MINOR IN FRENCH*

The French minor consists of **18** semester hours (including 12 hours beyond the intermediate level).

Required courses:

- FREN 2103 Intermediate French I - 3 hours
- FREN 2105 Intermediate French II - 3 hours
- FREN 3000 French Conversation - 3 hours
- FREN 3001 Advanced Grammar and Composition - 3 hours
- either FREN 3002 French Civilization - 3 hours
- or**
- FREN 3003 Introduction to French Literature - 3 hours

The remaining 3 hours can come from any 3000-level French course listed below:

- FREN 3004 Francophone Literature and Culture - 3 hours

- **FREN 3110 Special Topics - 3 hours**  
Topics will change, so students may repeat this course for credit.  
In the past, these topics have included the following:
  - Translation and Reading in French
  - Business French
  - French Philosophers

Total credits: **18 hours**

## *FRENCH*

### *COURSE DESCRIPTIONS (FREN)*

#### **FREN 1101 Beginning French I. (3) Fall**

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

#### **FREN 1102 Beginning French II. (3) Spring**

A continuation of FREN 1101.

*Prerequisite:* FREN 1101 or permission of instructor

#### **FREN 2103 Intermediate French I. (3) Fall**

A continuation of FREN 1102 with additional readings.

*Prerequisite:* FREN 1102 or permission of instructor

#### **FREN 2105 Intermediate French II. (3) Spring**

A systematic and thorough review of French grammar, with emphasis on the production of speech. Not open to students fluent in French.

*Prerequisite:* FREN 2103 or permission of instructor

#### **FREN 2199 Francophone Travel Seminar. (1-9) on demand**

A travel-study seminar composed of preliminary academic preparation followed by contact with the culture through travel in the selected French-speaking country.

*Prerequisite:* FREN 1101, 1102, and 2103 or permission of instructor and program coordinator of Modern Languages

#### **FREN 3000 French Conversation. (3) on demand**

The goal of this course is to help students improve their (1) vocabulary, (2) aural comprehension / listening skills, and (3) oral production / speaking skills.

*Prerequisite:* FREN 2105 or permission of instructor

#### **FREN 3001 Advanced Grammar and Composition. (3) on demand**

The objective of this course is to allow the participants to improve their composition skills in French. The course has three major components: grammar review and refinement; reading and analysis of various kinds of texts, both literary and journalistic; a variety of composition assignments involving such techniques as description, analysis, persuasion, and managing complicated chronologies. Participants can expect to improve their command of French

grammar, to increase their vocabulary, and to develop appropriate strategies for writing good compositions.

*Prerequisite:* FREN 2105 or permission of instructor

**FREN 3002 French Civilization. (3) on demand**

Concentrating on political and social history, rather than on “high culture,” this course is designed to introduce the moments and personages who have defined France and what it is to be French across the centuries. Some high points include Roman Gaul, the Carolingian Renaissance, St. Louis and the high Gothic Period, Jeanne d'Arc and the Hundred Years' War, Renaissance and Reform, Louis XIV and Versailles, the Revolution, Napoléon, Revolution and Restoration in the 19th century, and France at war in the 20th century.

*Prerequisite:* FREN 2105 or permission of the instructor

**FREN 3003 Introduction to French Literature. (3) every other year**

An introduction to representative writers from the Middle Ages to the Revolution. Attention is paid to the changing social and cultural contexts in which the literature was produced; emphasis is on enduring humanistic values.

*Prerequisite:* FREN 2105 or permission of instructor

**FREN 3004 Francophone Literature and Culture. (3) on demand**

This class seeks to improve the reading, writing, speaking, and listening skills of students studying French, particularly with the goal of preparing those students who wish to study upper-division French. These four skills are integrated into the body of the course and developed simultaneously.

*Prerequisite:* FREN 3002 or FREN 3003

**FREN 3110 Special Topics. (3) on demand**

Topics will change, so students may repeat this course for credit.

*Prerequisite:* FREN 2103 or permission of instructor

In the past, these topics have included the following:

*Translation and Reading in French*

Translation and Reading skills. This course concentrates exclusively on the cultivation of reading and translation abilities in the French language. Classes are in English, and all work is from French to English.

*Business French*

The trend of internationalizing business and services forces companies to cope with cultural differences inside a company and when sending executives and their families abroad. In a foreign country, there are more than language barriers to overcome. Methods that work at home can lead to failure abroad. Likewise, the most competent manager can damage an operation if not properly prepared for his or her stay in the host country. This course is designed to help the student cross cultural boundaries, whether planning on living abroad as a student, an intern, or an employee. It is not meant to be a technical

business course, but rather a course that will help increase understanding of what culture shock is and how to prepare for it.

*French Philosophers*

An introduction to French philosophers and the different philosophical currents that have shaped French thought and the world at large.

**GERMAN**

**COURSE DESCRIPTIONS (GERM)**

**GERM 1101 Beginning German I. (3) Fall**

A course for beginners, with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

**GERM 1102 Beginning German II. (3) Spring**

A continuation of GERM 1101.

*Prerequisite:* GERM 1101 or permission of instructor

**GERM 2103 Intermediate German I. (3) Fall**

Continuation of the development of proficiency in listening and speaking, while expanding the reading and writing skills using materials of a literary or cultural nature; grammar review included.

*Prerequisite:* GERM 1102 or permission of instructor

**GERM 2104 Intermediate German II. (3) Spring**

A continuation of GERM 2103.

*Prerequisite:* GERM 2103 or permission of instructor

**JAPANESE**

**COURSE DESCRIPTIONS (JAPN)**

**JAPN 1101 Beginning Japanese I. (3) Fall**

A course for beginners, with intensive practice in listening and speaking, essentials of grammar, and writing of Japanese Kana and simple Kanji.

**JAPN 1102 Beginning Japanese II. (3) Spring**

A continuation of JAPN 1101.

*Prerequisite:* JAPN 1101

**JAPN 2103 Intermediate Japanese I. (3) Fall**

Study of advanced grammar, reading of texts, and more complex Kanji.

*Prerequisites:* JAPN 1101 and 1102

**JAPN 2105 Intermediate Japanese II. (3) Spring**

A continuation of JAPN 2103.

*Prerequisites:* JAPN 1101, 1102, 2103

**JAPN 3000 Special Topics in Japanese Studies. (variable credit)** on demand  
Courses cover a broad range of topics, including Japanese language, history, culture, and economy.

*Prerequisites:* JAPN 1101 and 1102 with a grade of B or above

## **KOREAN**

### **COURSE DESCRIPTIONS (KORN)**

#### **KORN 1101 Beginning Korean I. (3) Fall**

This course will cover the fundamentals of the modern Korean language, including the Korean alphabet (Han'gŭl), oral communication skills, and basic grammar. Students are presumed to possess no prior knowledge of the Korean language. The course will also introduce students to elements of Korean etiquette, culture, and social norms essential to interacting with Korean people and to life, work, study, and travel in Korea.

#### **KORN 1102 Beginning Korean II. (3) Spring**

This course continues the study of the fundamentals of the modern Korean language started in KORN 1101, including elementary speaking, listening, reading, and writing skills.

*Prerequisite:* KORN 1101 or permission of the instructor.

#### **KORN 2103 Intermediate Korean I. (3) Fall**

This course will continue to cover the fundamentals of the modern Korean language, including written and oral communication skills and grammar. This course will also expose students to elements of Korean etiquette, culture, and social norms essential to interacting with Korean people and to live, work, study, or travel to Korea.

*Prerequisite:* KORN 1102 or permission of instructor.

#### **KORN 2105 Intermediate Korean II. (3) Spring**

A continuation of KORN 2103.

*Prerequisite:* KORN 2103 or permission of instructor.

## **SPANISH / MAJOR AND MINOR IN SPANISH**

### **INTRODUCTION**

The ability to speak Spanish is becoming an asset, if not a necessity, in the marketplace. This need is already occurring in such diverse fields as business, education, health care, law, and social work. In order to better prepare students to meet this growing need in their future fields, we offer a major and a minor in Spanish. While not required, study away is strongly encouraged for both majors and minors to improve language fluency and cultural awareness.

**IN ADDITION TO COMPLETING THE ETHOS CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN SPANISH MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:**

### **REQUIREMENTS FOR A MAJOR IN SPANISH**

A major in Spanish consists of a total of **36 semester hours**. Thirty (30) of these hours are in Spanish courses above SPAN 1102. Required courses are as follows:

SPAN 2103 Intermediate Spanish I - 3 hours

SPAN 2105 Intermediate Spanish II - 3 hours  
SPAN 2106 Introduction to the Literature of Spain and Latin America - 3 hours  
SPAN 3000 Spanish Conversation and Composition I - 3 hours  
SPAN 3001 Spanish Conversation and Composition II - 3 hours  
SPAN 3002 The Culture and Civilization of Spain and Latin America - 3 hours  
SPAN 4000 Latin American Literature - 3 hours  
SPAN 4001 The Literature of Spain – 3 hours  
Plus:  
Two (2) SPAN electives in at the 3000 level or above - 6 hours

The remaining six (6) hours of the major consist of two (2) Latin American Studies (LAST) electives.

#### *REQUIREMENTS FOR A MINOR IN SPANISH*

A minor in Spanish consists of **18 semester hours**, all in Spanish courses above SPAN 1102. Required courses are as follows:

SPAN 2103 Intermediate Spanish I - 3 hours  
SPAN 2105 Intermediate Spanish II - 3 hours  
SPAN 2106 Introduction to the Literature of Spain and Latin America- 3 hours  
SPAN 3000 Spanish Conversation and Composition - 3 hours  
SPAN 3001 Spanish Conversation and Composition II - 3 hours  
Plus:  
One (1) SPAN elective at the 3000 level or above - 3 hours

#### *SPANISH COURSE DESCRIPTIONS (SPAN)*

##### **SPAN 1101 Elementary Spanish I. (3)**

A course for beginners, with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

##### **SPAN 1102 Elementary Spanish II. (3)**

A continuation of SPAN 1101.

*Prerequisite:* SPAN 1101 or permission of the instructor.

##### **SPAN 1102M Elementary Spanish for Healthcare Professionals (3)**

This course is a continuation of vocabulary, grammar, and culture mastered in SPAN 1101. This course will cover the same grammar topics as the traditional SPAN 1102 but will supplement course content with vocabulary and culture issues specific to the medical field.

*Prerequisite:* SPAN 1101 or permission of the instructor.

##### **SPAN 2103 Intermediate Spanish I. (3)**

A review of grammar and syntax with practice in reading selected texts.

*Prerequisite:* SPAN 1102 or permission of instructor

##### **SPAN 2105 Intermediate Spanish II. (3)**

A continuation of SPAN 2103.

*Prerequisite:* SPAN 2103 or permission of instructor

**SPAN 2106 Introduction to the Literature of Spain and Latin America. (3)**

An introductory course designed to introduce the intermediate level language student to reading and analyzing short literary works in Spanish.

*Prerequisite:* SPAN 2103 or permission of the instructor

**SPAN 2199 Latin American Seminar. (1-9)**

A travel-study seminar that provides valuable educational experience through close contact with the contemporary life and civilization of a selected Spanish-speaking country. Basic academic preparation in the history and customs of the culture is undertaken before departure.

*Prerequisites:* SPAN 1101, 1102, and 2103 or permission of instructor and program coordinator of Modern Languages

**SPAN 3000 Spanish Conversation and Composition I. (3)**

A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish.

*Prerequisite:* SPAN 2105 or permission of instructor

**SPAN 3001 Spanish Conversation and Composition II. (3)**

A continuation of Spanish 3000. Not open to students fluent in Spanish.

*Prerequisite:* SPAN 3000 or permission of instructor

**SPAN 3002 The Culture and Civilization of Spain and Latin America. (3)**

This course provides an overview of Spain's and Latin America's cultures and civilizations.

*Prerequisite:* SPAN 2106 or permission of instructor

**SPAN 3003 Introduction to Spanish Linguistics. (3)**

A course in translating the basic concepts of Spanish linguistics, including pragmatics, semantics, syntax, morphology, phonology, and language processing and acquisition

*Prerequisite:* SPAN 2105 or permission of instructor.

**SPAN 3110 Special Topics. (3)**

The further development of Spanish language skills by focusing on a variety of professions or fields of study. Since the focus of this course changes frequently, this course may be repeated for credit.

*Prerequisite:* SPAN 2103 or permission of instructor

**SPAN 4000 Latin American Literature. (3)**

An advanced course designed to introduce the student to Latin America's major literary movements and writers.

*Prerequisite:* SPAN 2106 or permission of instructor

**SPAN 4001 The Literature of Spain. (3)**

An advanced course designed to introduce the students to Spain's major literary movements and writers.

*Prerequisite:* SPAN 2106 or permission of instructor

**SPAN 4002 Latin American Women Writers. (3)**

This course introduces the student to major contemporary Latin American and Latina women writers. Writers and works to be studied change periodically.

*Prerequisite:* SPAN 4000 or SPAN 4001 or permission of instructor

*OTHER LANGUAGES AND CULTURE\**

*COURSE DESCRIPTIONS (LANG)*

**LANG 1101 Beginning Language I. (3)** on demand

A course for beginners, with intensive practice in oral communications, pronunciation, essentials of grammar, and where possible, reading of simple prose.

**LANG 1102 Beginning Language II. (3)** on demand

A continuation of LANG 1101.

*Prerequisite:* LANG 1101 or equivalent

**LANG 1199 Language Travel Seminar. (1-9)** on demand

A travel-study seminar that provides further preparation in the language and culture through travel in a country which speaks the language. Academic work is determined by the course instructor.

*Prerequisites:* LANG 1101, 1102, and 2103 or consent of instructor and program coordinator of Modern Languages

**LANG 2000 Culture and Civilization of a Selected Country. (3)** on demand

A survey of the civilization and culture of one of the major societies of the world. The course examines the culture's social and political development, its customs and traditions, and its contributions to the global community in terms of art, music, and literature.

**LANG 2103 Intermediate Language I. (3)** on demand

A continuation of LANG 1102.

*Prerequisite:* LANG 1102 or equivalent

**LANG 2105 Intermediate Language II. (3)** on demand

An intensive review of the language's grammar, with emphasis on the production of speech. Not open to students fluent in the language.

\* **NB:** These courses are available so that, from time to time, a language other than French, German, Japanese, Korean, or Spanish may be available.

*DUAL LANGUAGE MINOR*

The Dual Language Minor offers students the opportunity to develop communicative competence in two languages, including French, German, Japanese, Korean, and Spanish. This minor encourages students to become globally engaged citizens of an increasingly multilingual society by developing their knowledge of vocabulary, grammar, and culture in two different languages.

In addition to the specific requirements outlined below, students pursuing this minor will be strongly encouraged to study away during Interim, May-Away, or Summer terms.

#### ***REQUIREMENTS FOR A DUAL LANGUAGE MINOR***

The Dual Language minor consists of **18** semester hours.

- Twelve hours (4 courses in sequence) will be in the primary language, beginning at the placement level of the student.
- Six hours (2 courses in sequence) will be in the secondary language, beginning at the placement level of the student.

The primary and secondary languages may be chosen from French, German, Japanese, Korean, or Spanish. This minor will allow students to extend their current language competence in two languages, regardless of their starting proficiency level.

#### ***LATIN AMERICAN STUDIES MINOR***

Latin American Studies is an interdisciplinary program that introduces the student to the cultural diversity and richness of Latin America and its people. A minor in Latin American Studies enhances one's career opportunities and effectiveness in such fields as business, government, health care, journalism, law, and social work.

#### ***REQUIREMENTS FOR A MINOR IN LATIN AMERICAN STUDIES***

While the minor in Latin American Studies currently requires six (6) hours of Spanish language study, students are encouraged to take more Spanish courses in order to develop basic conversational fluency. In addition, study away is strongly encouraged because it provides the student with total cultural immersion.

The minor in Latin American Studies consists of the following **18** semester hours of coursework:

1. SPAN courses - 6 hours
2. LAST 1104 (Introduction to Latin American Culture) - 3 hours
3. LAST 2000 (Introduction to Latin American Studies) - 3 hours
4. LAST 3110 (Special Topics) or SPAN 3110 - 3 hours
5. Elective in either LAST or SPAN (3000 level or above) - 3 hours

#### **COURSE DESCRIPTIONS (LAST)**

\*Denotes LAST courses that satisfy requirements in Programmatic Goal 2 of the Ethos Curriculum.

#### **\*LAST 1104 Introduction to Latin American Culture. (3)**

A study of the art, literature, history, and anthropology of Latin America. Emphasis will be placed on Spain's legacy in the region.

#### **LAST 1199 Latin American Travel Seminar. (1-9)**

A travel-study seminar that provides valuable educational experience through close contact with the contemporary life and civilization of a selected Latin American country. Basic academic preparation in the history and customs of the target culture is undertaken before departure.

Prerequisites: SPAN 1101, SPAN 1102, and SPAN 2103 or permission of instructor and program coordinator of Modern Languages

**\*LAST 2000 Introduction to Latin American Studies. (3)**

An interdisciplinary approach to the people, culture, development, and identity of Latin America. Attention will be given to such topics as art, class, economics, gender, history, literature, music, politics, race, and religion.

**LAST 2010 Introduction to Second Language Acquisition. (3)**

A course introducing the basic concepts of Second Language Acquisition through theories and research, including developmental process as well as internal and external influences. Special focus will be given to English-Spanish & Spanish-English language learners. This course will be cross-listed with Education.

**LAST 3001 Survey of Latin American Literature I. (3)**

A general survey of contemporary Latin American literature.

**LAST 3002 Survey of Latin American Literature II. (3)**

Focuses on the works of a current major Latin American writer or writers.

**LAST 3110 Special Topics. (3)**

A study of selected topics from a specific discipline. Since the focus of this course changes frequently, this course may be repeated for credit. SPAN 3110: Special Topics or GNDR 3110: Latin American Women Writers may be taken for LAST 3110 credit)

**LAST 3210 States and Politics in Latin America. (3)  
or POLS 3352**

A comparative study of political systems in Latin America. Topics considered include basic comparative political theory, modern history of Latin American societies, politics of selected Latin American states, and the interaction of economic and political factors in Latin America.

**LAST 3331 Colonial Latin American History. (3)  
or HIST 3331**

An examination of the history of Latin America from the pre-Conquest era through the independence movements of the early nineteenth century.

**LAST 3332 Comparative Colonization and Slavery. (3)  
or HIST 3332**

This course offers a comparative examination of colonial contact in the Americas, including the interaction of Europeans, natives, and Africans within the French, Spanish, and British empires of the New World.

## **MUSIC**

### ***INTRODUCTION***

The LaGrange College Music faculty is dedicated to the development of student musicians who are both creative and critical thinkers, and who are able to communicate in culturally engaging ways. The faculty seeks to integrate and extend liberal arts-based values through musical scholarship, presentation, and creative collaboration. Within a challenging and nurturing environment, the faculty further seeks to prepare competitive musicians whose personal development and artistry demonstrate intelligence, ethical values, and a lifelong pursuit of excellence.

Program size allows focus attention on each student as an individual, helping each one grow into a well-rounded, intelligent, and confident musician. The following degrees are offered: Bachelor of Music (Performance, Church Music, and Composition & Music Technologies); Bachelor of Arts in Music Education; Bachelor of Arts in Music; and Bachelor of Arts in Musical Theatre (in collaboration with the Theatre Arts Program). A minor in Music is also offered. In addition, the Digital Creative Media & Film degree is housed in the West Side Music Building. Requirements for this program can be found under Digital Creative Media & Film.

### ***LAGRANGE COLLEGE MUSIC OBJECTIVES***

The LaGrange College Music faculty strive to

- provide opportunities for all students to develop an awareness and understanding of music as an integral part of the liberal education and the human experience.
- provide a well-rounded music curriculum that prepares music majors for graduate study in music, employment in the music field, and/or vocational musical pursuits.
- provide collaborative opportunities for peer-to-peer as well as faculty-student research, including the necessary equipment, space, and funding.

### ***STUDENT LEARNING OUTCOMES***

Upon completion of a Music degree, a student should be able to

- demonstrate basic musicianship and the ability to integrate musical knowledge.
- demonstrate the ability to synthesize musical ideas and technique in creative musical expression.
- demonstrate effective presentation of scholarship, artistry, and/or musical creativity.
- demonstrate appreciation of music that results in an ongoing commitment to artistic endeavors.

## *ENSEMBLES*

Several musical ensembles are available by audition for both music majors and non-majors: LC Chamber Choir, LC Marching Band, LC Concert Band, LC Percussion Ensemble, Opera Theatre, and Musical Theatre. To learn more about our various ensembles, and to set up an audition, please contact us at [music@lagrange.edu](mailto:music@lagrange.edu).

## *FACILITIES AND RESOURCES*

Housed in the West Side Building, the Music Department includes the modern 150-seat Beason Recital hall, a suite of mixing and editing rooms, applied studios, smart classrooms, dedicated ensemble rehearsal rooms and a live recording studio and control room. For students planning to work in the TV and film industry, the facility features a video staging and shooting room with grid lighting, a Chromakey (green screen) wall and a dedicated project workroom for stop-motion animation and detailed videography. Price Theater houses a 280-seat performance space, a 60-seat experimental lab theater, a studio classroom, costume shop, scene shop and costume and properties storage. Callaway Auditorium, a state-of-the art concert hall, provides more than 740 seats and superior acoustics.

## *MUSIC AWARDS/SCHOLARSHIPS*

Renewable talent-based awards and scholarships are available for incoming first-year students as well as for transfer students. Check the LaGrange College Music website for dates and specific audition requirements: [music@lagrange.edu](mailto:music@lagrange.edu).

## *MUSIC MAJORS HANDBOOKS*

The Music Majors Handbook provides students with more detailed information regarding many of the academic requirements listed below. These Handbooks are provided to incoming students upon matriculation and are valuable resources for the successful completion of academic work.

## *APPLIED LESSONS*

Students pursuing a music degree choose a primary instrument and take applied lessons in this instrument throughout their matriculation. Applied lessons are individual weekly instruction in a student's choice of instrument. One hour of credit is awarded for MUSI 1105/1106, which consists of a one-half hour private lesson per week plus a weekly seminar. Two hours of credit are awarded for MUSI 3105/3106, which consists of a one-hour private lesson per week plus a weekly seminar. All students enrolled in applied lessons are required to perform a Jury at the end of each semester, an individual examination before a committee of the Music faculty that assesses performance progress.

In all applied music subjects, a fee for individual lessons is charged in addition to the regular tuition. This fee is \$250 per credit hour per semester.

## *ACADEMIC ADVISEMENT*

Incoming freshmen students will be assigned a music advisor in addition to the Cornerstone advisor. As the Bachelor of Music degree is designed for students who are preparing for

professional careers in music or graduate study in music, the curricula leading to this degree are based on a philosophy that recognizes the need for rigorous study in all aspects of music. Each program of study requires a heavy concentration of music courses and experiences, and many courses are sequential. Therefore, potential Music majors are strongly encouraged to begin taking music courses in their first year. During advisement, a four-year suggested course guideline, as well as the *Music Majors Handbook* outlining further details about requirements for Music majors.

### *ENTRY REQUIREMENTS FOR MUSIC MAJORS*

#### Audition

All prospective music majors must audition prior to official entrance into the Music Program. If an audition has not occurred prior to matriculation, a prospective major may begin to take music courses and the end-of-semester jury will serve as the student's audition for acceptance into the program. All students who intend to earn a degree in music will be assessed by the music faculty at the end of their second semester of study to determine the degree program of study for which they are best suited.

#### Theory Placement Exam

Students with prerequisite theory skill may petition to take the final exam of a theory course to demonstrate knowledge and skill, exempt the course, and advance to a higher level of theory. The petition should be made directly to Dr. Mitch Turner in advance of the start of the semester. Any petition submitted after the institutional Drop/Add period will not be given consideration. Course credit *is not given* for any course from which a student is exempted.

#### Piano Placement Exam

Students with prerequisite piano skill may petition to take the final exam of a Piano Class to demonstrate knowledge and skill, exempt the course, and advance to a higher level of Piano Class. The petition should be made directly to Dr. Tracy Xian in advance of the start of the semester. Any petition submitted after the institutional Drop/Add period will not be given consideration. Course credit *is not given* for any course from which a student is exempted.

### *EXIT REQUIREMENTS FOR MUSIC MAJORS*

- Students must earn a grade of “C-” or better in all music courses.

All Music majors, except Piano Performance majors, must successfully pass the Piano Proficiency. Details for this exam are included in the *Music Majors Handbook*.

- All Music majors must take the Theory and Ear Training Exit Exam upon completion of the theory and ear training sequence of courses and must receive a minimum score of 80 percent in all sections. A detailed description of this exam is included in the *Music Majors Handbook*.
- All Music majors must take the ETS Major Field test upon completion of Advanced Music Theory and the Music History Sequence.

- All Music majors must present either a capstone presentation or a public recital featuring their talent (according to the degree requirements). Recital requirements vary between the different programs of study. Consult the *Music Majors Handbook* for specific guidelines. Bachelor of Music candidates must present both a Junior and Senior recital.
- All Music majors must meet concert recital requirements.

**In addition to completing the General Education curriculum requirements, students pursuing a major in Music must complete the following major program requirements:**

***REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN MUSIC***

This program of study provides the student with a broad, liberal arts-based music education. Students pursuing this degree are encouraged to choose a complementary minor area of study. The student must adhere to all entrance/exit requirements common to all Music majors.

In addition to the other degree requirements, students complete the following Music courses:

Music Requirements for the BA in Music:

MUSI 0999 – Music Seminar (0) taken each semester  
 MUSI 1110 – Literature & Language of Music (3)  
 MUSI 1101, 1102, 2201, 2202 – Music Theory 1-4 (12)  
 MUSI 1113, 1114, 2213, 2214 – Ear Training 1-4 (4)  
 MUSI 1105 (or 1106) – Applied Lessons (taken every semester, minimum 8 hours)  
 MUSI 1107 (or 1108) – Ensemble (8)  
 MUSI 1103, 1104, 2203, 2204 – Piano 1-4 (4)  
 MUSI 3311 – Advanced Music Theory (3)  
 MUSI 3366 – Conducting (3)  
 MUSI 3301 & 3302 – Music History 1-2 (6)  
 MUSI 4488 – Capstone (1)

***REQUIREMENTS FOR A BACHELOR OF MUSIC DEGREE IN COMPOSITION & MUSIC TECHNOLOGIES***

This program of study prepares the student for study at the graduate and/or an entry-level position in the music industry. Students of this program typically come from backgrounds that include performance, composition, song writing, electronic and/or computer music. The coursework prepares students for a wide variety of activities, such as composition, film/video scoring, multimedia, electro-acoustic concert and studio applications, music printing, digital audio and video editing, 5.1 audio editing and mixing, and MIDI applications.

Internships allow students to tailor their academic work to their specific career goals and gain valuable experience with industry professionals. Internships may be repeated for credit. Students are expected to provide their own transportation to and from internship sites. Students pursuing this degree must publicly present original compositions for both Junior recital (15 minutes) and Senior recital (30 minutes). The content requirements may be accumulated across several recitals, as approved by the applied professor.

In addition to the other degree requirements, students complete the following Music courses:

Music Requirements for the BM in Composition & Music Technologies:

MUSI 0999 – Music Seminar (0) taken each semester  
MUSI 1110 – Literature & Language of Music (3)  
MUSI 1101, 1102, 2201, 2202 – Music Theory 1-4 (12)  
MUSI 1113, 1114, 2213, 2214 – Ear Training 1-4 (4)  
MUSI 1105 (or 1106) – Applied Lessons (taken every semester, minimum 8 credits)  
MUSI 1109D – Class Composition (2)  
MUSI 3105 (or 3106) – Applied Composition (10)  
MUSI 1107 (or 1108) – Ensemble (8 semesters for 7 credits)  
MUSI 1103, 1104, 2203, 2204 – Piano 1-4 (4)  
MUSI 2390 – Audio Engineering (3)  
MUSI 3311 – Advanced Music Theory (3)  
MUSI 3369 – New Media (3)  
MUSI 3366 – Conducting (3)  
MUSI 3301 & 3302 – Music History 1-2 (6)  
MUSI 3384 – Junior Recital (1)  
MUSI 4470 – Internship (1)  
MUSI 4484 – Senior Recital (1)  
Special Topics OR Approved Electives (3)

***REQUIREMENTS FOR A BACHELOR OF MUSIC DEGREE IN PERFORMANCE  
(VOCAL and INSTRUMENTAL)***

This program of study is designed for students seeking careers as professional performers and/or studio teachers. Students admitted to this program of study must possess exceptional talent in their principal applied area, and instrumental and keyboard majors must demonstrate previous training. The curriculum couples rigorous scholarship with numerous performance opportunities, thus adequately preparing students for graduate study in performance.

Students pursuing this degree present a 30-minute public recital during their junior year, and a 50-minute public recital during their senior year of classical literature chosen in conjunction with their applied professor.

In addition to the other degree requirements, students complete the following Music courses:

Music Requirements for Vocal Majors Track:

MUSI 0999 – Music Seminar (0) taken each semester  
MUSI 1110 – Literature & Language of Music (3)  
MUSI 1101, 1102, 2201, 2202 – Music Theory 1-4 (12)  
MUSI 1113, 1114, 2213, 2214 – Ear Training 1-4 (4)  
MUSI 3105 (or 3106) – Applied Voice (16)  
MUSI 1107 (or 1108) – Choir Ensemble (taken every semester, 6 for credit)  
MUSI 1103, 1104, 2203, 2204 – Piano 1-4 (4)  
MUSI 2239 — Basics of Singing (3)

MUSI 2240 – Diction for Singers (3)  
MUSI 3311 – Advanced Music Theory (3)  
MUSI 3366 – Conducting (3)  
MUSI 3301 & 3302 – Music History 1-2 (6)  
MUSI 4480 – Opera Experience (3)  
Special Topics OR Approved Electives (5)  
MUSI 3384 – Junior Recital (1)  
MUSI 4484 – Senior Recital (1)

Music Requirements for Piano Majors Track:

MUSI 0999 – Music Seminar (0) taken each semester  
MUSI 1110 – Literature & Language of Music (3)  
MUSI 1101, 1102, 2201, 2202 – Music Theory 1-4 (12)  
MUSI 1113, 1114, 2213, 2214 – Ear Training 1-4 (4)  
MUSI 1105 (or 1106) – Applied Piano (2)  
MUSI 3105 (or 3106) – Applied Piano (12)  
MUSI 1107 (or 1108) – Ensemble (6)  
MUSI 1107 (or 1108) – Ensemble: Accompanying (2)  
MUSI 2239 – Basics of Singing (3)  
MUSI 2390 – Audio Engineering (3)  
MUSI 3311 – Advanced Music Theory (3)  
MUSI 3366 – Conducting (3)  
MUSI 3301 & 3302 – Music History 1-2 (6)  
MUSI 3384 – Junior Recital (1)  
MUSI 4484 – Senior Recital (1)  
Special Topics OR Approved Electives (12)

Music Requirements for Instrumental Majors Track:

MUSI 0999 – Music Seminar (0) taken each semester  
MUSI 1110 – Literature & Language of Music (3)  
MUSI 1101, 1102, 2201, 2202 – Music Theory 1-4 (12)  
MUSI 1113, 1114, 2213, 2214 – Ear Training 1-4 (4)  
MUSI 1103, 1104, 2203, 2204 – Piano 1-4 (4)  
MUSI 1105 (or 1106) – Applied Instrument (2)  
MUSI 3105 (or 3106) – Applied Instrument (12)  
MUSI 1107 (or 1108) – Ensemble (8)  
MUSI 3311 – Advanced Music Theory (3)  
MUSI 2390 – Audio Engineering (3)  
MUSI 3366 – Conducting (3)  
MUSI 3301 & 3302 – Music History 1-2 (6)  
Special Topics OR Approved Electives (11)  
MUSI 3384 – Junior Recital (1)  
MUSI 4484 – Senior Recital (1)

### *REQUIREMENTS FOR A BACHELOR OF MUSIC DEGREE IN CHURCH MUSIC*

The Bachelor of Music degree in Church Music prepares future leaders for music ministry in the church. The course of study affirms both the rich heritage of the sacred musical tradition and contemporary worship styles practiced in many churches today. This degree is also appropriate for those students pursuing study in worship arts at the seminary/graduate school level.

The required internship hours provide an opportunity for students to practice their craft in a real-world environment. Students are expected to provide their own transportation to and from the internship site. Because the internship experience offers valuable interaction with professionals and spiritual mentoring, students are encouraged to enroll for as many internship credit hours as their schedule permits. Internships may be repeated for credit.

In addition to the other degree requirements, students complete the following Music courses:

Music Requirements for the BM in Church Music:

MUSI 0999 -- Music Seminar (0) taken each semester  
MUSI 1110 -- Lit. & Lang of Music (3)  
MUSI 1101, 1102, 2201, 2202 -- Music Theory 1-4 (12)  
MUSI 1113, 1114, 2213, 2214 -- Ear Training 1-4 (4)  
MUSI 1105 (or 1106) -- Applied Lessons (2)  
MUSI 3105 (or 3106) -- Applied Lessons (12)  
MUSI 1107 (or 1108) -- Ensemble (8)  
MUSI 1103, 1104, 2203, 2204 -- Piano 1-4 (4)  
MUSI 2390 -- Audio Engineering (3)  
MUSI 3311 -- Adv. Music Theory (3)  
MUSI 3331 -- Christian Hymnody (3)  
MUSI 3366 -- Conducting (3)  
MUSI 3301 & 3302 -- Music History 1-2 (6)  
MUSI 2239 -- Basics of Singing (3)  
MUSI 4470 -- Internship (3)  
MUSI 4488 -- Capstone Project (1)  
Special Topics OR Approved Electives (5)

### *REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN MUSIC EDUCATION*

This program of study is designed for students seeking careers as a school music teacher at the elementary, middle and/or high school levels. The course of study prepares future music teachers in all areas - instrumental, choral, and general music - and also prepares students for continued study at the graduate level. Students seeking this degree generally possess considerable prerequisite musical skill and ensemble experience. Information about the degree requirements and course of study, along with Music Education course descriptions, can be found in the Education Department section of this bulletin.

### *REQUIREMENTS FOR A BACHELOR OF ARTS IN MUSICAL THEATRE*

The Bachelor of Arts in Musical Theatre prepares students for professional careers by providing training in three essential elements of musical theatre: music, acting and dance. In addition to multiple performance opportunities, students study the history and literature of musical theatre.

To earn a Bachelor of Arts degree in Musical Theatre students must complete the following:

**Musical Theatre Requirements:**

THEA 1180 – Stagecraft (3)  
THEA 1184 – Acting I (3)  
THEA 1205 – Movement for the Actor (3)  
THEA 2210 – Voice and Diction (3)  
THEA 2285 – Practicum (8)  
THEA 2351 – Acting II (3)  
MUSI 1100 – Music Fundamentals or MUSI 1101 (3)  
MUSI 1105/1106 OR 3105/3106 – Applied Voice (8 hr. minimum)  
MUSI 1107/1108 – Choral Ensemble (Must be taken 4 times)  
MUSI 2239 – Basics of Singing (3)  
MUTH 2100/2101 – Dance for the Musical Stage (Must be taken 4 times)  
MUTH 3200 – Musical Theatre Performance I (3)  
MUTH 3201 – Musical Theatre Performance II (3)  
MUTH 4352 – History of Musical Theatre (3)  
THEA/MUSI or Approved 3000+ Electives (14)

***REQUIREMENTS FOR A MINOR IN MUSIC***

To obtain a minor in Music, students must complete the following courses:

MUSI 1101 — Music Theory 1 (3 hours)  
MUSI 1113 — Ear Training 1 (1 hour)  
MUSI 1110 — Literature & Language of Music (3 hours)  
MUSI 1103, 1104 — Piano 1, 2 (2 hours)  
MUSI 3301 (or MUSI 3302) — Music History 1 or 2 (3 hours)  
MUSI 1105 (or MUSI 1106) — Applied Music (3 hours)  
MUSI 1107 or 1108 — Ensemble (2 hours)  
Music Electives (2 hours)  
Total: 19 hours

***COURSE DESCRIPTIONS (MUSI/MUTH)***

**MUSI 0999 Music Seminar. (0) Fall and Spring**

A weekly seminar/recital hour featuring student performances, master classes, and presentations by guest artists.

**\*MUSI 1100 Music Fundamentals. (3) Fall**

Provides an introduction to elementary music theory to build basic music competency. Topics include scales, key signatures, staff notation, clefs, rhythm, meter, intervals and general music terminology.

**\*MUSI 1101 Theory 1. (3) Fall**

This course focuses on basic elements of music theory and is designed to provide the student

with an elementary understanding of music theory. Topics include: scales, key signatures, simple and compound meters, intervals, triads, and seventh chords. Some lab time will be devoted to Internet music resources and notation using MuseScore. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

**MUSI 1102 Theory 2. (3) Spring**

Continuation of MUSI 1101. This course focuses on Diatonic Harmony and is designed to extend the student's elementary understanding of music theory. Topics include: elementary counterpoint, elementary part writing, secondary dominants, secondary diminished seventh chords. Some lab time will be devoted to Internet music resources and notation using MuseScore. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

*Prerequisite:* MUSI 1101

**MUSI 1103 Piano 1. (1) Fall**

Beginning instruction in piano for music majors with no previous keyboard training. Development of basic reading skills. Open to non-majors with the approval of the instructor.

**MUSI 1104 Piano 2. (1) Spring**

Continuation of Piano 1 with additional emphasis on sight-reading.

*Prerequisite:* MUSI 1103 or permission of instructor.

**\*MUSI 1105-1106 Applied Lessons. (1) Fall and Spring**

Individual instruction in the student's choice of instrument or voice to develop technical proficiency, repertoire knowledge, and performance skills. Consists of one 30-minute weekly lesson plus a one-hour weekly seminar. May be repeated for credit.

*Prerequisite:* Audition and authorization by the Program Chair

Section A – Voice

Section B – Piano

Section C – Organ

Section D – Guitar (Classical and Contemporary)

Section E – Percussion

Section F – Composition

Section G – Strings

Section H – Flute

Section I – Clarinet

Section J – Oboe

Section K – Saxophone

Section L – Trumpet

Section M – Trombone

Section N – Euphonium

Section O – Horn

**\*MUSI 1107-1108 Ensemble. (0-1) Fall and Spring**

Performance organization(s) providing ensemble experience. May be repeated for credit.

*Prerequisite:* Audition or permission of Instructor.

Section A – LC Chamber Choir  
Section B – LC Marching Band  
Section C – LC Concert Band  
Section D – LC Jazz Ensemble  
Section E – LC Percussion Ensemble  
Section F – LSO Ensemble

**\*MUSI 1109 Beginning Class Instruction. (1) as needed**

Through classroom instruction and performance practice, this course will develop the student's creative and performance talent, as well as develop basic skills in music reading. No previous training is required. Note: Students choosing Guitar should provide their own instrument.

Section A: Guitar – topics covered include guitar chords and basic accompaniment patterns

Section B: Voice – introduction to basic vocal technique, vocal literature, diction, interpretation, and presentation

Section C: Percussion – introduction to basic percussion techniques, rhythm patterns, and percussion literature

Section D: Composition – emphasis on basic song writing and/or composition using entry level music technology

Section E: Beginning Piano - basic piano with emphasis on reading melodic lines and elementary harmony

**MUSI 1110 Literature and Language of Music. (3) Spring**

This course will acquaint students with the appropriate language needed for a precise discussion of music and the literature that corresponds to musical evolution since notation developed. The course will also have a strong listening component, thereby encouraging more discriminate listening.

**\*MUSI 1112 Music Survey. (3) as needed**

A broad survey of music aimed at developing aesthetic awareness and critical analysis of music from diverse styles and genres.

**MUSI 1113 Ear Training 1. (1) Fall**

This course is designed to provide the student with basic sight singing and listening skills. Some lab time will be devoted to Internet music resources and notation using MuseScore. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory and ear training.

**MUSI 1114 Ear Training 2. (1) Spring**

Continuation of MUSI 1113.

*Prerequisite:* MUSI 1113

**MUSI 1211 Composition Seminar. (1) Fall and Spring**

A weekly seminar hour for the presentation, discussion and critique of compositional and creative student works in progress. Guest lectures and topical presentations will also occur throughout the semester.

**MUSI 2201 Theory 3. (3) Fall**

Continuation of MUSI 1102. This course focuses on Chromatic Harmony and Form and is designed to provide the student experience with intermediate-level music theory topics, including: phrase structure, non-chord tones, voice leading, harmony, figured bass, modulations, and form (binary, ternary, variations, etc.). Some lab time will be devoted to Internet music resources and notation using MuseScore. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

*Prerequisite:* MUSI 1102

**MUSI 2202 Theory 4. (3) Spring**

Continuation of MUSI 2201. This course focuses on 20th & 21st Century Techniques and is designed to provide the student with more advanced knowledge of music theory, including early 20th century scalar music, introduction to pitch-class set theory, introduction to 12-Tone theory, and more recent musical trends. Some lab time will be devoted to Internet music resources and notation using MuseScore. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

*Prerequisite:* MUSI 2201

**MUSI 2203 Piano 3. (1) Fall**

Continuation of Piano 2.

*Prerequisite:* MUSI 1104 or permission of instructor.

**MUSI 2213 Ear Training 3. (1) Spring**

Continuation of MUSI 1114. This course is designed to provide the student with more advanced sight singing and listening skills. Some lab time will be devoted to internet music resources and notation using MuseScore. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory and ear training.

*Prerequisite:* MUSI 1114

**MUSI 2214 Ear Training 4. (1) Fall**

Continuation of MUSI 2213.

*Prerequisite:* MUSI 2213

**MUSI 2239 Basics of Singing (3) as needed**

Topics covered include: basic vocal technique, vocal anatomy, breath management, maintaining vocal health, vocal registers, theatrics of singing, IPA, and basic score reading.

**MUSI 2240 Diction for Singers (3) as needed**

This course trains students in the use of the International Phonetic Alphabet to pronounce foreign language art songs and arias. Emphasis is on IPA symbols applied to English, Italian, German, and French.

**MUSI 2310 Orchestration. (3) as needed**

Techniques of scoring for string, brass, woodwind, percussion instruments, and MIDI instruments.

*Prerequisite:* MUSI 2201

**MUSI 2390 Audio Engineering. (3) Fall**

Classroom instruction in digital and analog audio engineering. Recording console operation, microphone placement and usage, mixing, tape based and hard disc recording, mastering, CD burning and troubleshooting.

**\*MUSI 3105 – 3106 Applied Lessons. (2) Fall and Spring**

Individual instruction in the student's choice of instrument or voice to develop technical proficiency, repertoire knowledge, and performance skills. Consists of a one-hour weekly lesson plus a one-hour weekly seminar. May be repeated for credit.

*Prerequisite: Audition and authorization by the Program Chair.*

Section A – Voice

Section B – Piano

Section C – Organ

Section D – Guitar (Classical and Contemporary)

Section E – Percussion

Section F – Composition

Section G – Strings

Section H – Flute

Section I – Clarinet

Section J - Oboe

Section K – Saxophone

Section L – Trumpet

Section M – Trombone

Section N – Euphonium

Section O – Horn

**MUSI 3210 Advanced Composition Seminar. (1) Fall and Spring**

Advanced compositional study of large-scale forms and genres. Assigned and student-initiated composition projects that include brass quintet, string quartet, art song, mixed-voiced choir, and chamber orchestra. Students may also compose works that use live or pre-recorded elements and/or techniques, music for video or short film, or other nontraditional means. All completed compositions that meet the required criteria for these listed performing groups will be rehearsed and recorded.

**\*MUSI 3301 Music History 1. (3) Fall**

The study of the western classical tradition, from earliest antiquity through Haydn and Mozart. Course will emphasize historical analysis and criticism, aural identification, and research.

**\*MUSI 3302 Music History 2. (3) Spring**

Music of the Classical, Romantic, and Modern eras, beginning with Beethoven. Course will emphasize historical analysis and criticism, aural identification, and research.

**MUSI 3311 Advanced Music Theory. (3) Fall**

This course will cover the writing and analysis of Species Counterpoint in both 16<sup>th</sup> and 18<sup>th</sup> century styles. Units will address problems unique to two-, three-, and four-voiced textures. Chorale style units will cover writing in a 4-voice (SATB) style, the realization of a figured bass

into a 4-voiced texture, and analysis of Bach's Chorale style. Other topics will include basic arranging and orchestration.

*Prerequisite:* MUSI 2202

**MUSI 3331 Christian Hymnody. (3) as needed**

A survey of Christian hymnody in the English-speaking world from its roots in the early Christian Church to present day practices in worship. The study of selected hymns and hymn writers associated with a number of different Christian traditions will be included.

**MUSI 3352 Jazz Theory and Popular Practice. (2) as needed**

Theoretical foundations of the Jazz tradition, and consideration of related contemporary style: blues, fusion, rock, gospel, and current popular idioms. Aural skills emphasized, with keyboard harmony studies oriented to realizing technical comprehension of the material.

*Prerequisite:* MUSI 2202

**MUSI 3366 Basics of Conducting. (3) Fall or Spring**

Conducting techniques, score reading, rehearsal techniques for choral and/or instrumental ensembles.

*Prerequisite:* MUSI 2202 or permission of instructor

**MUSI 3369 New Media. (3) Spring**

This course covers techniques for combining video, sound, and sound effects in various creative contexts. Projects include: recording voice over, introductory video recording, basic lighting for video, basic interview techniques, introductory video editing techniques, advanced sound design, and advanced audio editing techniques.

*Prerequisite:* MUSI 2390

**MUSI 3384 Junior Recital. (1) Fall or Spring**

A public performance of the student's creative work or talent presented during the Junior year. Please consult the *Music Majors Handbook* for specific recital requirements.

*Prerequisite:* Approval of instructor

**MUSI 4413 Business of Music Industry. (3) as needed**

The study of basic issues pertaining to the music industry: music copyrights, music synchronization, musical mechanical licensing, standard music contracts, royalties, artists' advances and contracts, buyouts. Introduction to the major licensing organizations, i.e., ASCAP, BMI, SESAC, and the National Academy of Recording Arts & Sciences, the professional society of musicians.

**MUSI 4460 Production Project. (3) Interim or as needed**

A special projects course with hands-on participation and teamwork required. Each project is unique; specific content will be publicized in the semester preceding the course offering.

**MUSI 4470 Internship. (1) Fall, Interim, Spring**

A supervised, practical "real world" experience in a professional off-campus environment. *May be repeated for credit.*

**MUSI 4480 Opera Experience. (3) as needed**

The study of selected operas and operatic excerpts that may result in staged performances.

**MUSI 4484 Senior Recital. (1) Fall and Spring**

A public performance of the student's creative work or talent presented during the senior year. Please consult the *Music Majors Handbook* for specific recital requirements.

*Prerequisite:* Approval of Applied Music Instructor

**MUSI 4486 Special Topics. (3) as needed**

Class instruction for musical topics of a highly specialized nature. The content of this course will change based upon the expertise of the instructor and the needs of the students. *May be repeated for credit.*

**MUSI 4495 Independent Study. (3) as needed**

*Prerequisite:* Approval of instructor

**MUSI 4488 Capstone Presentation. (0-1) Fall and Spring**

The capstone presentation is a senior-level exploration of a faculty-approved music topic.

**MUTH 2100/2101 Dance for the Musical Stage I-IV (0 – 1)**

Introductory and Advanced jazz, tap, ballet & musical theatre dance including contemporary Musical Theatre (1950s, 60s, 70s, 80s and 90s) genres of Broadway. *May be repeated for credit.*

**MUTH 3200 Musical Theatre Performance I (3)**

A study of musical theatre performance techniques including song and text analysis and practical performance experience in the preparation of a music theatre repertory for performance.

*Prerequisite:* Consent of Instructor

**MUTH 3201 Musical Theatre Performance II (3)**

A continuation of MUTH 3200 with focus on advanced musical theatre selections and performances.

**MUTH 4352 History of Musical Theatre I (3)**

Intense study of musical theatre genres, composers, lyricists, performers, directors and choreographers and their contributions to this musical form in America from 1750 to the present. Includes consideration of how musical theatre developed and reflected the cultural, social and political landscape of its time.

**\*Denotes courses that may be used to fulfill the requirements of the Bridge to Ethos plan.**

## NURSING

### *MISSION AND PURPOSE*

The LaGrange College Nursing program provides a program of study that focusses on innovative learning, critical insight, and diversity. The nursing program is part of a caring community that emphasizes service learning to the local and global community.

Through this program of study, students will develop knowledge, skills, and attitudes that reflect responsible decision-making, communication, and nursing excellence. The LaGrange College Nursing program challenges the student to think critically, perform creatively, ethically, and with integrity and humility.

The Bachelor of Science in Nursing (BSN) curriculum consists of two plans of study. The basic program prepares graduates for entry into professional nursing practice and confers eligibility for initial licensure as a registered professional nurse (RN). A degree-completion option is designed for licensed RNs who wish to earn the BSN degree.

The BSN program is approved by the Georgia Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; Marsal Stoll, EdD, Chief Executive Officer; 404-975-5000, [mstoll@acenursing.org](mailto:mstoll@acenursing.org).

The 122 - semester hour BSN degree is based on a strong liberal arts foundation, national standards that include the AACN-BSN Essentials, the Quality and Safety Education for Nurses competencies (QSEN) and the Institute of Medicine (IOM) competencies for nursing. The curriculum is based on nine essential concepts: Patient-centered care, Teamwork and Collaboration, Evidence-based practice, Quality Improvement, Safety, Informatics, Professionalism, Leadership, and Communication.

### *PROGRAM THREADS AND STUDENT OUTCOMES*

Program Concepts	Level 1 Student Outcomes	Level 2 Student Outcomes
Patient-centered care	Recognize that the practice of nursing is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.	Recognize that the practice of nursing is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.
Teamwork and Collaboration	Participate as a member of the interprofessional health care team in the provision of patient-centered care.	Collaborate with members of the interprofessional health care team to promote continuity of patient care and achievement of optimal outcomes.
Evidence based practice	Identify current evidence from scientific and other credible sources as a basis for	Integrate use of current evidence, expert opinion, and clinical expertise as the basis

	nursing practice and clinical decision making.	for nursing practice and clinical judgment.
Safety	Practice safe and competent nursing care by identifying and minimizing safety risks.	Practice safe and competent nursing care by identifying and minimizing safety risks.
Informatics	Use information and patient care technology to support decision-making and mitigate error.	Use informatics and patient care technology to communicate information, manage care, mitigate error and support clinical judgments when providing patient care.
Professionalism	Practice nursing in a civil, professional, ethical, and legal manner while ensuring mutual respect in the delivery of optimal patient care.	Assimilate integrity and accountability into practices that uphold established regulatory, legal and ethical principles while providing optimal patient care.
Leadership	Use the leadership skills of time management, organization and priority setting when providing safe, quality patient care.	Integrate leadership and management skills into care when directing and influencing the behavior of individuals and/or groups to meet desired patient-related outcomes.
Communication	Use verbal and nonverbal communication that promotes an effective exchange of information, development of therapeutic relationships, and patient satisfaction.	Evaluate verbal and nonverbal communication that promotes an effective exchange of information, shared decision making, patient satisfaction, and achievement of optimal patient outcomes.

#### *ADMISSION TO THE BSN PROGRAM*

Students may declare the intent to pursue a nursing major at any time. However, application for admission to the upper-division program is made during the sophomore year. Nursing studies begin at the junior level with the exception of Nutrition (NURS 3305) which may be completed prior to admission to the nursing program. Admission requirements are as follows:

A completed Application for Admission to Nursing. An application form is available from the College Admissions office and in the office of the Department of Nursing or it can be filled-out as an on-line document from the nursing webpage at <https://www.lagrange.edu/academics/undergraduate/majors/nursing/index.html>.

Completion of a sufficient number of credits in general education and other required courses is needed to permit an uninterrupted progression in the nursing major.

All applicants will be administered the Assessment Technologies Institute (ATI) Test of Essential Skills (TEAS) as part of the screening process for admission. The TEAS is an exam of academic preparedness that covers Reading, Math, Science and English Language Usage.

A grade of C or higher is required in Anatomy and Physiology, Microbiology, Introduction to Psychology, Human Growth and Development and the English Composition courses. A student is allowed one attempt to repeat one of these courses. A subsequent failure in this course or any other of these prerequisite courses will render the student ineligible to enter the nursing program. A limit of five years applies to completion of Anatomy and Physiology, and Microbiology courses.

A cumulative overall GPA of 2.5 or higher is required at the time of entry into the nursing program, including all courses completed or attempted at any institution.

An interview with a member of the nursing faculty will be required. Acceptance into the LaGrange College Nursing Program is based upon an Admission Score that ranks applicants based on GPA, TEAS Score, grades in science courses, English and psychological science with preference given to those who have been at LaGrange College since they were first year students.

An applicant who has completed any program of study leading to licensed employment in the health care area (such as registered or practical nursing, emergency medical technician) must present the license in person.

Unlicensed students enrolled in the nursing program may not be employed by any health care agency in the capacity of licensed nursing personnel. They shall not represent themselves in any practice setting as nursing students unless engaged in planned programmatic learning activities which are part of the nursing curriculum.

#### *ADMISSION TO THE RN-BSN COMPLETION ON-LINE OPTION*

The BSN Completion Option is open to Registered Nurses who have graduated from an Associate Degree or Diploma program in Nursing and who hold a valid license to practice as a Registered Nurse. Current Georgia RN licensure is required prior to entering a clinical nursing course.

In addition to RN licensure, the general admission requirements above apply to RN applicants, with the following exceptions:

- RN students who enter the nursing sequence on a full-time basis must have completed all Common Core requirements and all required non-nursing courses through the junior level.
- No time limit applies to the completion of anatomy, physiology, or microbiology courses.
- Thirty-six (36) previously earned Associate or Diploma nursing semester credits will be accepted toward the BSN degree, subject to the terms of the Georgia RN-BSN Articulation Agreement (the complete Agreement is available in the office of the Department of Nursing). These 36 semester credit hours represent previously completed nursing courses in Adult Health, Child Health, Maternal Health, and Mental Health and are not intended to equal the actual number of previously earned nursing credits.
- Thirty-Three (33) additional nursing course credits must be earned at the upper division level (3000 and 4000 courses). Four of these credits may be earned through a

challenge examination on a one-attempt basis. A minimum of one year of nursing practice experience is required for eligibility for challenge examinations.

### Curriculum Outlines for Full-time and Part-time Options for On-line RN-BSN

Full-Time Curriculum		
Fall	Interim (January)	Spring
Health Assessment for RNs (4)  Transition to Professional Nursing (3)  Theories and Policy Perspectives (3)  **Pharmacology (4) ** Course may be challenged by exam	Any course offered by LaGrange College	Evidence-Based Practice [Research] (3)  Community Health (4)  Leadership in Nursing (5)  Capstone: Global Health Care Issues, Trends and Informatics (4)
Part-Time Curriculum		
Fall I	Interim (January)	Spring I
Transition to Professional Nursing (3)  Theories and Policy Perspectives (3)	Any course offered by LaGrange College and could be taken either Interim term for the part-time student.	Pharmacology (4) **  Health Assessment for RNs (4)  ** Course may be challenged by exam
Fall II		Spring II
Community Health (4)  Evidence-Based Practice [Research] (3)		Leadership in Nursing (5)  Capstone: Global Health Care Issues, Trends and Informatics (4)

### MATRICULATION REQUIREMENTS

- An accepted student must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice.
- Prior to beginning the first clinical nursing course, a medical examination is required which documents the student's level of health and immunization including current documentation of the Hepatitis B series and TB skin test.
- Students are required to provide a current 11 panel urine drug screen and a criminal background check after acceptance. (Drug Screen Criteria to include: Marijuana, Cocaine, Amphetamines, Opiates, Oxycodone, Phencyclidine (PCP), Barbiturates, Benzodiazepine, Methadone, Propoxyphene, and Methaqualone)

- Professional liability insurance (purchased on a group basis through the College) and basic cardiopulmonary resuscitation (CPR) for healthcare professionals certification is required prior to beginning the first nursing course and must be continued throughout all clinical nursing courses.

**IN ADDITION TO COMPLETING THE ETHOS CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN NURSING MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:**

***CURRICULUM FOR THE TRADITIONAL PROGRAM***

Nursing courses are offered in a 4-1-4 semester sequence during the junior and senior years of study. The total BSN curriculum can be completed in four academic years (8 semesters) and includes 46 credit hours in the Common Core, 16 credit hours in other required and elective courses, and 60 credit hours in nursing major courses. Selected courses required for the BSN degree may fulfill certain Common Core Requirements; these and other required non-nursing courses are:

BIOL 2148 and BIOL 2149	Human Anatomy and Physiology*
MATH 1101	College Algebra*
PSYC 1101	Introduction to Psychology*
PSYC 3302	Human Growth and Development*
ENGL 1101, 1102	Rhetoric and Composition*
BIOL 3320	Microbiology *

*\*These courses must be completed prior to entering the nursing courses.*

**Junior Year**

**Fall:**

NURS 3305	Nutrition and Health (may be completed in advance)
NURS 3311	Health Assessment
NURS 3312	Foundations of Nursing Practice
NURS 3400	Mental Behavioral Health Nursing

**Spring:**

NURS 3331	Pharmacology in Nursing
NURS 3330	Nursing Care of Childbearing and Childrearing Families
NURS 3350	Medical Surgical Nursing I

**Senior Year**

**Fall:**

NURS 4430	Medical Surgical Nursing II
NURS 4431	Research in Nursing
NURS 4440	Nursing Care: A Community Focus

**Spring:**

NURS 4432	Senior Capstone in Nursing
NURS 4433	Medical Surgical Nursing III
NURS 4450	Leadership

### *PROGRESSION*

1. A grade of C (75%) or higher is required for successful completion of all nursing courses. Course syllabi and the BSN Student Handbook detail requirements for achieving a passing grade of C or better. A grade of D, F, or WF is a failing grade.
2. A minimum cumulative GPA of 2.0 must be maintained throughout the period of enrollment in nursing courses. A nursing major whose GPA falls below 2.0 will be placed on program probation and has one semester in which to raise the GPA to 2.0 or higher. Failure to achieve a 2.0 in one semester will result in withdrawal from the nursing program. A 2.0 GPA is required for entrance into senior level courses.
3. Students earning a D or F in any nursing course may repeat the course one time. The course may be repeated, and if the student passes, he/she is eligible to continue the nursing program. However, any other failure in that or any other nursing course will result in dismissal from the program.
4. Should a student decide to withdraw from a nursing course at any time with a failing grade that failing grade will be recorded as the final course grade and the student will not be allowed to reenter the nursing program.
5. All Common Core and other required non-nursing courses, with the exception of an interim elective, must be completed prior to beginning the senior level nursing courses.
6. Students who fail a course in the first semester of the program must compete for readmission with the next year's applicant pool.
7. Any student who fails clinically will not be allowed to continue in the nursing program.
8. Students must successfully complete all Junior-level courses before proceeding to Senior-level courses.
9. The faculty of the Nursing program reserve the right to dismiss at any time a student whose health, conduct (academic dishonesty, professional conduct), general attitude, clinical performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons.

Refer to the BSN Handbook for further details of all nursing major policies.

### *PROGRESSION IN BSN COMPLETION OPTION*

In addition to the guidelines above, the following policies apply to progression in the BSN Completion Option:

- A valid Georgia RN license must be maintained throughout enrollment in clinical nursing courses.
- Credit for NURS 3431 (Pharmacology) may be earned through successful completion of a standardized examination. Should a passing score not be achieved on the first attempt the student is required to complete the course.
- All previously earned ADN or Diploma nursing credits will be placed in escrow when the RN student enters the nursing program. Upon satisfactory completion of 6 credit hours of BSN nursing courses, the escrowed credits will be transferred to the student's permanent academic record. Should the RN student not be successful in the initial 6 hours of nursing courses, the previously earned nursing credits will not be applied toward the BSN degree.

### *ASSESSMENT OF LEARNING OBJECTIVES IN THE MAJOR*

In order for students and faculty to monitor learning progress and to provide for evaluation of the educational program, periodic assessment measures are used. All assessments are program, course, or College requirements. Students are provided information as to the scheduling and cost of each assessment.

- Senior Institutional Assessment. Prior to graduation, students are required to complete a senior institutional assessment that measures students' creative, critical, and communicative abilities. This assessment is designed to determine the extent to which students have achieved the objectives of the College curriculum.
- Standardized Exams. ATI achievement exams are administered at intervals throughout the nursing program. These tests are required within selected nursing courses.
- Assessment in the Major. Standardized testing through Assessment Technologies Institute (ATI) with course specific tests will be used in each course as a percentage of the course grade. Those students scoring below Level II for each test will be required to remediate using ATI study materials. The RN Comprehensive Predictor Exam will be used in the last semester as a predictor of NCLEX readiness. RN students complete an essay-type Exit examination and a Portfolio.

### *COURSE DESCRIPTIONS GENERIC PROGRAM*

Course credit hours and corresponding clock hours are shown in parentheses. One class clock hour/week equals one credit hour; three laboratory or practice clock hours/week equal one credit hour.

#### **NURS 3305 Nutrition and Health. (2) Summer, Fall, Spring (On-Line course)**

An introduction to nutrition concepts and current dietary trends, focusing on health promotion. Nutrients are explored with regard to sources, dietary requirements, and health implications.

*Prerequisite:* None

#### **NURS 3311 Health Assessment (4) Fall (3 hr. class, 3 hrs. lab per week)**

This course provides the framework for preparing students to perform comprehensive health assessments on patients. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills.

*Prerequisite:* Admission to the BSN program

*Corequisites:* NURS 3400, NURS 3312, NURS 3305

#### **NURS 3312 Foundations of Nursing Practice. (5) Fall (4 hrs. class 3 hrs. lab/clinical per week)**

This course provides an introduction to the professional roles of the nurse in micro- and macrosystems, as well as profession-related and patient care concepts. The nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Emphasis is placed on the knowledge and skills needed to provide safe, quality care while developing in the role of a professional nurse. The student is given an opportunity to demonstrate these skills in a clinical and laboratory setting.

*Prerequisite:* Admission to BSN program.

*Corequisites:* NURS 3305, NURS 3310, NURS 3311, NURS 3400

**NURS 3330 Nursing Care of Childbearing and Childrearing Families**

**(4 hrs. class, 6hrs. lab/clinical per week) (6) Spring**

This course provides an introduction to the professional roles of the nurse in micro- and macrosystems, as well as profession-related and patient-related and patient care concepts. The nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Emphasis is placed on the knowledge and skills needed to provide safe, quality care while developing in the role of a professional nurse. The student is given an opportunity to demonstrate these skills in a clinical laboratory setting.

*Prerequisites:* NURS 3311, NURS 3312, NURS 3400, NURS 3321

*Corequisites:* NURS 3331, NURS 3350

**NURS 3331 Pharmacology in Nursing. (4) Spring**

**(4 hrs. class per week)**

This course provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Emphasis is placed on drug classifications and nursing care related to the safe administration of medication to patients across the life span

*Prerequisite:* NURS 3311, NURS 3312, NURS 3400,

*Corequisites:* NURS 3330, 3350

**NURS 3350 Medical Surgical Nursing I (5) Spring**

**(3 hrs. class, 6 hrs. lab/clinical per week)**

This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of patient centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults in a variety of settings.

*Prerequisite:* NURS 3311, NURS 3312, NURS 3400

*Corequisites:* NURS 3331, NURS 3330

**NURS 3400 Mental Behavioral Health Nursing (4) Fall**

This course focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing physical, sociocultural, intellectual, spiritual, and emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to patients in selected mental health settings.

*Prerequisites:* Admission to BSN Program

*Corequisites:* NURS 3311, NURS 3312, NURS 3305

**NURS 4430 Medical Surgical Nursing II (7) Fall**  
**(3 hrs. class, 12 hrs. lab/clinical per week)**

This course focuses on the care of adult patients with complex medical/surgical health problems. Emphasis is placed on helping patients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion and education, evidence-based practice, and interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings.

*Prerequisites:* All junior level nursing courses

*Corequisites:* NURS 4431, NURS 4440

**NURS 4431 Research in Nursing. (3) Fall**  
**(3 hrs. class per week)**

This course is designed to assist students in developing a sense of inquiry as well as an increased understanding of research strategies. The course will introduce students to the research process with exploration of research designs, sampling strategies, and data analysis methods. Evaluation of research findings and use of nursing research as the basis for evidence-based practice will be emphasized.

*Prerequisites:* All junior level nursing courses

**NURS 4432 Senior Capstone/NCLEX Synthesis (4) Spring**  
**(4 hrs. class per week)**

A seminar to assist students in synthesizing learning related to the roles and practices of professional nurses, exploring the health care system and the legal-ethical, sociopolitical, cultural, and professional issues influencing contemporary nursing. A research project is completed and presented from a proposal developed in NURS 4431.

*Prerequisites:* All Junior-Level Nursing & Senior Fall Courses

*Corequisites:* NURS 4450, NURS 4460

**NURS 4433 Medical Surgical Nursing III (4) Spring**  
**(4 hrs. class per week)**

This course focuses on advanced concepts of nursing care as they relate to patients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course.

*Prerequisites:* All Junior level courses and Senior Fall courses

*Corequisites:* NURS 4432, NURS 4450

**NURS 4440 Nursing Care: A Community Focus. (4) Fall**  
**(3 hrs. class, 3 hrs. lab/clinical per week)**

This course is intended to introduce students to nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually and culturally appropriate health

promotion and disease prevention interventions. The role of the nurse as advocate for social justice is explored.

*Prerequisites:* All Junior-level Nursing courses

*Corequisites:* NURS 4430, NURS 4431

### **NURS 4450 Leadership (6) Spring**

**(2 hrs. class per week, 180 total hours of clinical practice per student)**

This course focuses on the knowledge and skills needed to be a nursing leader who can function as a contributing member of the interprofessional team. The development of transformational leadership skills and management techniques needed to coordinate the provision of safe, quality patient patient-centered care are highlighted. Emphasis is placed on professional behaviors, communication that supports information exchange, collaboration and conflict mediation, ethical comportment and establishment and provision of evidenced based practice. Students will develop the skills of delegation and conflict management. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Students will be given the opportunity to work one-on-one with a professional nurse in their preceptorship to provide care for a caseload of patients where they can demonstrate professional behaviors, communication skills, collaboration with healthcare team members and ability to use conflict mediation skills and ethical comportment.

*Prerequisites:* All Junior-Level Nursing Courses and Senior level Fall courses

*Corequisites:* NURS 4432, NURS 4433

### **NURS 4495 Independent Study in Nursing. (Variable) On demand**

For students meeting requirements, the opportunity to pursue special interests beyond those in the formal course of study.

*Prerequisite:* Completion of 2/3 nursing major courses, 3.0 GPA, and permission.

## **RN-BSN COURSE DESCRIPTIONS**

### **NURS 3411 - Health Assessment for RNs (4)**

This course provides the practicing nurse with theory and skills needed to successfully conduct a comprehensive health history and head-to-toe assessment on persons throughout the lifespan, with emphasis on building knowledge and skill in data acquisition.

### **NURS 3413 – Transition to Professional Nursing (3)**

A course focusing on the transition from technical to professional nursing. It addresses the scope and standards of professional nursing practice, the theoretical basis of practice, the ethical and legal components of practice, information management and application of patient care technology, and inter professional communication and collaboration for improving patient health outcomes.

### **NURS 3440 – Theories and Policy Perspective (3)**

A course designed to enhance knowledge of the relationship between health care policy and professional nursing. This course will explore the broader context of health care including how patient care services are organized and financed, and how reimbursement is structured.

Regulatory agencies define boundaries of nursing practice and students need to understand the scope and role of these agencies. There will be discussion of how health care issues are identified, how health care policy is both developed and changed, and how that process can be

influenced through the efforts of nurses, other health care professionals, and lay and special advocacy groups. Students are introduced to theories of nursing with an emphasis on developing an understanding of how they are used in evidence-based practice.

#### **NURS 3431 – Pharmacology (4)\***

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. It focuses on drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Nursing implications relative to the utilization of drug therapy are examined. Safety and legal implications of drug administration are discussed.

\*This course may be challenged by Exam.

#### **NURS 4444 – Evidenced Based Practice/Research (3)**

A course that focuses on professional nursing practice that is grounded in the translation of current evidence into practice. It is designed to assist students in developing a sense of inquiry, including the research process, designs, sampling strategies, data and analysis methods, protection of human subjects and patients, and the dissemination of nursing knowledge to improve patient outcomes.

Interim Course [month of January - Students have the opportunity to take any course offered during the interim period, but Nursing will be offering online course:

#### **NURS 4441 – Community Health (4)**

This course is directed toward the nursing care of aggregate systems within a community. Topics include community health nursing roles and basic concepts of community health. The course addresses the implementation of population-focused care through the nursing process, collaboration, and interdisciplinary skills. It includes the importance of health promotion, along with disease and injury prevention, throughout the lifespan and the assistance of individuals, families, groups, communities, and populations to prepare for and minimize consequences of emergencies, including mass casualty disasters, infectious and communicable disease, and bioterrorism.

The course includes a practicum where the student integrates concepts from theory within a health care environment. Theory and practicum are designed to build on the student's professional experience and to prepare him or her for population-focused practice in community public health settings where he or she can meet the health needs of the community. The practicum is overseen by the instructor and developed and designed in collaboration with the student.

#### **NURS 4460 – Leadership in Nursing (5)**

This course focuses on nursing leadership including developing and refining knowledge, skills, and attitudes in working within organizational and community arenas. It also focuses on the actual provision of care and/or supervising care provided by other licensed and non-licensed assistive personnel. This course examines nursing leadership and management through use of a systems approach with a focus on quality and safety of client care. Leadership models, behavior,

and strategic planning will be discussed at various organizational levels. Focus is on use of outcome data to evaluate nursing care delivery systems and to proposed quality improvement initiatives. The examination of current practice issues, social justice/diversity issues, and the process of personal/professional development will be included.

Leadership and management roles assumed in clinical practice and increasing autonomy in patient care are guided through preceptorial experiences.

**NURS 4461 – Capstone: Global Health Care Issues, Trends, and Informatics (3)**

This course provides an introduction to the concepts and issues related to global health promotion. Special consideration will be given to infectious and communicable diseases, environmental issues, nutrition, and vulnerable populations. International health organizations and governmental policy will also be analyzed.

Informatics in healthcare will include how computer-based information systems are designed, developed, and implemented. With innovations in healthcare technology, unique opportunities and challenges for the end-user will be considered and carefully addressed. This course will provide students with a thorough understanding of confidentiality issues surrounding information management. Additionally, participants will gain an understanding of the impact information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety, and health outcomes.

## PHYSICS

### INTRODUCTION

Why study physics? Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physics encompasses the study of the universe, from the largest galaxies to the smallest subatomic particles. Physics challenges our imaginations and leads to great discoveries that change our lives. The computer that you are using and the laser that reads your DVDs were developed as a result of basic physics research. Are you curious about how the world works?

The Physics curriculum at LaGrange College serves two basic purposes:

- to provide an introduction to the physical sciences, oriented towards transforming critical thinking by developing skills in problem solving, analytical reasoning, and data collection and analysis suitable for the Core requirements of the College;
- to provide courses that support programs in mathematics, chemistry, biology, computer science, engineering (dual-degree), education, and to prepare for health professional schools, including medicine, dentistry, veterinary science, pharmacy, and physical therapy.

### REQUIREMENTS FOR THE MINOR CONCENTRATION IN PHYSICS

A minor in Physics requires at least 15 semester hours, with at least a C average. The required courses include

PHYS 2121 General Physics I 4 semester hours

PHYS 2122 General Physics II 4 semester hours

PHYS 3201 Introduction to Modern Physics 4 semester hours

PHYS 3302 Introduction to Quantum Mechanics 3 semester hours

Prerequisites and co-requisites include

MATH 2222 Analytic Geometry and Calculus II 4 semester hours

MATH 2223 Analytic Geometry and Calculus III 4 semester hours

### COURSE DESCRIPTIONS (PHYS)

#### **PHYS 1101 Introductory Physics I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall**

A non-calculus-based introduction to kinematics, dynamics, energy, momentum, rotational dynamics, fluid mechanics, wave mechanics, and thermodynamics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make physics come to life!

*Prerequisite:* MATH 1221

#### **PHYS 1102 Introductory Physics II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring**

A continuation of PHYS 1101 and an introduction to electricity and magnetism, electric circuits, and light and optics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make physics come to life!

*Prerequisite:* PHYS 1101

**PHYS 2121 General Physics I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall**

A calculus-based introduction to kinematics, dynamics, energy, momentum, rotational dynamics, fluid mechanics, wave mechanics, and thermodynamics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make physics come to life!

*Prerequisite:* MATH 2222

**PHYS 2122 General Physics II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring**

A continuation of PHYS 2121, covering electricity and magnetism, electric circuits, and light and optics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make physics come to life!

*Prerequisite:* PHYS 2121

**PHYS 3201 Introduction to Modern Physics. (3hrs. lec., 3 hrs. lab per week) (4) Fall**

During the early twentieth century, two momentous theories were proposed: **the theory of relativity** and **quantum theory**. This course introduces these theories and supporting experimental evidence, as well as many of the theories developed in the twentieth century. Topics to be studied include the birth of modern physics, special relativity, quantum theory, atomic physics, general relativity, and cosmology. An undergraduate research project explores the relativistic and quantum nature of matter and energy.

*Prerequisite:* PHYS 2122 with a grade of C or higher

*Co-requisite:* MATH 2223

**PHYS 3302 Introduction to Quantum Mechanics. (3 hrs. lec.) (3) Spring**

A study of basic principles of quantum mechanics, including the origins of quantum mechanics, the Schrodinger Equation, angular momentum, and solution approximation methods (variational principle and perturbation theory), scattering theory, and modern applications of quantum mechanics. CHEM 3302 may be substituted for this course.

*Prerequisites:* MATH 2223, PHYS 3201

## **POLITICAL SCIENCE**

### **INTRODUCTION**

The Political Science program is designed to provide students with the knowledge and skills they need to become active, useful citizens in modern democratic polities. For students who concentrate in Political Science or who take only occasional courses, this means that the Political Science program develops capacity to understand political organizations and political processes, to analyze the forces affecting political decisions, and to form judgments about obligations and rights as a citizen. It also means that the Political Science program will provide the skills necessary to begin a career in business, public service, consulting, and other areas of private endeavor, or to continue education in graduate studies or law school.

### **LEARNING OBJECTIVES**

Students majoring in Political Science at LaGrange College will acquire basic knowledge of these areas:

- the values, processes, institutions and global influences that affect collective decision-making and contemporary politics in the United States;
- the comparative analysis of the values, processes, institutions and global influences that affect collective decision-making and contemporary politics in other countries;
- the relations between and among states, especially those affecting international conflict and international cooperation;
- the ethical dimensions of public policy issues, political practices, and constitutional and legal questions.

Students majoring in Political Science at LaGrange College will also acquire the basic skills necessary to comprehend and perform modern political analysis. These include:

- the ability to analyze the foundations of and differences between normative, quantitative, and qualitative inquiry;
- knowledge of the basic elements of research design and methods in quantitative and qualitative studies of politics;
- knowledge of basic data management and analysis and of the use of computers in quantitative and qualitative studies of politics;
- the ability to convey findings in both written and oral presentations.

### **ASSESSMENT OF LEARNING OBJECTIVES**

Assessment of the objectives of the program in Political Science is based on demonstration of mastery of the skills the program requires students to acquire. This demonstration is based on an assessment by the faculty of student performance in completing a research project for POLS 4430: Senior Seminar in Political Science or in completing a research project associated with their internship during a full semester term in the Capitol Hill Internship Program. Evaluation of the projects is determined by instruments ranking students according to their proficiency in each required skill. In special circumstances, these requirements may be waived or altered by permission of the faculty of the program.

### **COURSE OF STUDY**

The program in Political Science offers both a major and a minor course of study in Political

Science.

In addition to completing the core curriculum requirements, students pursuing a major in Political Science must complete the following major program requirements:

#### REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE

Required sequence for the major program in Political Science (POLS):

Fifteen (15) semester hours, consisting of

POLS 1101 U.S. Government in Global Perspective

or

POLS 1102 Introduction to Political Science

(if both 1101 and 1102 taken, one can count towards a major elective)

POLS 2210 Comparative Politics in Global Perspective

POLS 2220 International Relations: States in the Global System

POLS 3300 Research Methods in Political Science

POLS 4430 Senior Seminar in Political Science

Students majoring in Political Science must also complete an additional 18 semester hours of elective courses chosen from among the three- and four-thousand-level courses listed for the program in this Bulletin (for a total of 33 semester hours).

At least one (1) of these additional elective courses must be in the field of American politics and public policy (POLS 3310, 3311, 3312, 3313, 3314, or 3315) and one (1) in the fields of international relations (POLS 3320, 3321, 3322, 3323) or comparative politics (POLS 3350, 3351, 3352, 3353).

Political Science internships (POLS 4400) can earn up to a full semester (12 hours) of credit toward graduation, but usually only three (3) hours will be credited toward completion of the major. This limit can be waived by the program's faculty under special circumstances.

Completing the full semester program in the Capitol Hill Internship Program can be substituted for the required completion of POLS 4430 with approval of the program's faculty. Completion of the Interim-term Capital Hill Internship Program earns elective credit (3 hours) only.

#### REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

Required sequence for the minor program in Political Science (POLS):

Nine (9) semester hours, consisting of

POLS 1101 U.S. Government in Global Perspective

or

POLS 1102 Introduction to Political Science

POLS 2210 Comparative Politics in Global Perspective

POLS 2220 International Politics: States in the Global System

Students minoring in Political Science must also complete an additional six (6) semester hours of elective courses chosen from among the three- and four-thousand-level courses listed for the program in this Bulletin (for a total of 15 semester hours). In the minor course of study, political science internships cannot substitute for elective course credit.

## SPECIAL OPPORTUNITIES

LaGrange College is a charter member of the United Methodist College Washington Consortium that sponsors the Capitol Hill Internship Program (CHIP) in Washington, D.C., for students of political science and other disciplines. The program in Political Science also supervises a variety of internships in local and state government and in Georgia's legal community. Students interested in pursuing one of these opportunities should consult with the program faculty. The program also includes service-learning opportunities in several of its courses. Again, students should consult with program faculty concerning these courses prior to registration. Students may also earn credit for courses taken in conjunction with the European Union Certificate Program. See the entry for the program in this Bulletin for details.

## COURSE DESCRIPTIONS (POLS)

**\*Denotes POLS courses that satisfy Programmatic Goal 2 in the Ethos curriculum.**

### **\*POLS 1101 United States Government in Global Perspective. (3)**

An introduction to political science through an analysis of the political system of the United States. Topics considered include basic concepts of political science, federalism, civil liberties and civil rights, basic governmental institutions, elections and public opinion, political parties and groups, and domestic and foreign public policy.

### **POLS 1102 Introduction to Political Science. (3)**

An introductory course that focuses on the nature of the discipline of political science and deals with the way political scientists study politics through an overview of the major topics of the discipline.

### **\*POLS 2210 Comparative Politics in Global Perspective. (3)**

An introduction to comparative analysis of political systems. Topics considered include basic concepts of comparative theory, modern political history in developed and developing areas, the interaction of political and economic factors in developed and developing areas, politics and state institutions in selected countries, and comparative aspects of domestic and foreign public policy.

### **\*POLS 2220 International Politics: States in the Global System. (3)**

An introduction to the interaction of nation-states in the global system. Topics considered include war and power, economic and social interdependence, and problems specifically associated with developing nations.

### **POLS 2320 Seminar on Ecological Sustainability and Policy. (3)**

A survey of sustainability as a political, economic and socio-cultural part of our lives. The course is divided into three (3) major segments. First, it assays how our lives are conducted and considers the ecological cycles and processes that make life possible. Second, it examines the ground solutions to the issue of a sustainable lifestyle and attempts to implement this goal. Finally, it surveys the arena of ecological politics in order to engage the issue of how can we achieve this as a society.

### **POLS 3300 Research Methods in Political Science. (3)**

A study of basic social science research methods as applied in political science. Topics

considered include research design and data collection, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software.

**POLS 3310 State and Local Government. (3)**

A study of state and local government in the United States. Topics considered include the political cultures and social environments of American states and communities, political processes in states and communities, the structure of state and local political institutions, and policy issues facing states and communities.

**POLS 3311 Congress and the Presidency. (3)**

A study of the institutional interactions of the executive and legislative branches of the United States government. Topics considered include the President and policymaking, Congress and policymaking, institutional constraints on executive and legislative policymaking, foreign policy, civil rights policy, economic policy and budgeting, and social welfare policy.

**POLS 3312 Public Administration and Public Policy. (3)**

An introduction to the study of public administration and public policy. Topics considered include theoretical approaches to the study of public administration; the historical and constitutional basis for public administration in the United States; the organization and management of public institutions; the social, political, and legal environments of public institutions; the role of political processes in public administration; the analysis and evaluation of public policy; and the ethical basis of public administration.

**POLS 3313 American Judicial Institutions. (3)**

A study of judicial institutions in the United States. Topics considered include the functions of legal and judicial institutions, the structure and powers of national and state court systems, the legal profession, judicial selection, judicial procedure, court administration, and policy formation by judicial institutions.

**POLS 3314 American Constitutional Law: Institutions. (3)**

An introduction to the study of constitutional law as it applies to government institutions in the United States. Topics considered include basic concepts of constitutional analysis, historical development of present legal institutions and regimes, judicial policy decisions in different areas of law, and the social, political, and economic factors affecting those decisions.

**POLS 3315 American Constitutional Law: Civil Liberties and Civil Rights. (3)**

An introduction to the constitutional liberties and rights accorded American citizens. Topics considered include basic concepts of constitutional analysis; historical development of present legal interpretations and regimes; judicial decisions in different areas of law; the social, political, and economic factors affecting those decisions; and their effect on governing in the United States.

**POLS 3320 Analysis of Foreign Policy. (3)**

An introduction to how structures, institutions, outside actors, and political culture produce American foreign policy. Topics covered include recent history of U.S. foreign relations; the roles played by both the President and the Congress; the roles, functions and structures of U.S.

State Department, the Defense Department, intelligence agencies, and the National Security Council; the policy making process and the measurement of outcomes; roles played by the public, interest groups, and other actors. Current major foreign policy issues will be discussed and examined as case studies.

**POLS 3321 International Political Economy. (3)**

A study of international economics and trade through the analysis of the factors influencing past and present changes. Topics covered include current and past international finance systems and mechanisms of exchange; the role of the state and other actors; an examination of comparative advantage; various strategies states employ, such as import substitution or export promotion; the nature and impact of formal and informal barriers to trade; the GATT and WTO; the problems, failures, successes, and prospects of the international economic system; and its impact on domestic politics.

**POLS 3322 International Organizations. (3)**

A study of the current international system. Topics covered include the nature of “systems”; the recent history of global affairs and the evolution of the international system to its present state; selected theoretical analyses of international systems; the nature, roles, and functions of the various actors in the system; how advances in technology have fundamentally changed the world; and the evolving roles of both states and supranational institutions.

**POLS 3323 International Conflict. (3)**

A study of the conditions that produce war and peace in international relations. Topics considered include an examination of recent conflicts in the international system, theories concerning the potential sources and determinants of war (with an emphasis on the theory of realism and competing theories), and theories of war settlement and potential sources of future interstate tension.

**\*POLS 3340**

**or Themes in Political Philosophy. (3)**

**PHIL 3420**

An introduction to the basic ideas of political philosophy. Topics considered include the social and historical context of political theory; the development of major ideas in political philosophy; critical analysis of theoretical arguments; and the relation of political theory to contemporary politics.

**POLS 3341 Modern Political Theory. (3)**

An overview of liberalism, communism, and fascism, the three primary political ideologies that have shaped contemporary history.

**POLS 3350 The Politics of Development. (3)**

A comparative study of the political systems in developing countries. Topics considered include basic comparative political theory, modern history of developing societies, and an overview of theories explaining economic and political change in developing countries.

**POLS 3351 States and Politics of Europe and the European Union(3)**

A comparative study of the political systems of developed societies. Topics considered include basic comparative theory, modern history of developed societies, political systems of selected states, and the interaction of political and economic factors in developed societies. (This course can be taken for credit toward the European Union Certificate.)

**POLS 3352**

**or States and Politics in Latin America. (3)**

**LAST 3210**

A comparative study of political systems in Latin America. Topics considered include basic comparative political theory, modern history of Latin American societies, politics of selected Latin American states, and the interaction of economic and political factors in Latin America.

**POLS 3353 States and Politics in Africa. (3)**

A comparative study of political systems in Africa. Topics considered include basic comparative political theory, modern history of African societies, politics of selected African states, and the interaction of economic and political factors in Africa.

**POLS 4400 Political Science Internship. (credit may vary)**

A supervised internship opportunity for students to work for approved public or private organizations.

**POLS 4410 Selected Topics in Political Science. (3)**

This course examines particular issues related to topics in political science selected by program faculty.

**POLS 4420 Directed Study in Political Science. (3)**

A supervised course of independent study available to selected students. The course provides an opportunity for close cooperation between program faculty and students on research projects and presentations.

**POLS 4430 Senior Seminar in Political Science. (3)**

A seminar course on a major subject of national or international concern, based on individual research and assigned readings.

## PSYCHOLOGICAL SCIENCE

### *INTRODUCTION*

The primary goal of this program is to effectively teach the science of psychology. A student who graduates from LaGrange College with a major in Psychological Science will be familiar with statistical methods and research design and be able to critique research efforts; be familiar with basic content areas of the discipline (e.g., developmental, social, abnormal, personality, learning, and biological psychology); be familiar with scholarly resources in psychology and the APA style in which professional literature is presented; and recognize the applicability of psychological principles to everyday life. Students will develop skills relevant to a variety of careers and will be prepared to succeed in graduate study.

### *LEARNING OBJECTIVES*

Students in the Psychological Sciences Program should achieve outcomes focused on four different aspects:

#### Knowledge in the Field

1. Demonstrate an understanding of major concepts, theoretical perspectives, and empirical findings in all areas of psychological science, as measured by the Psychology-ACAT.

#### Research

2. Display the skills required to correctly utilize ethical research design and statistical methods to answer experimental questions, using both critical thinking and problem-solving skills. This can be done in a group or individually. The research should conclude with dissemination of results and discussion with other research scholars through conference attendance.

#### Experiential Learning

3. Participate in internship opportunities, which require you to apply classroom lessons to real-life problems.
4. Increase understanding of different cultures by participating in travel abroad opportunities.

#### Writing Skills

5. Demonstrate the ability to write clearly and concisely on a variety of psychological topics.
6. Display the skills needed to locate and utilize scholarly resources and meet APA standards of formatting and referencing.

#### Career Planning

7. Express career interest and complete the necessary steps in their path to ensure a successful career.

### *ASSESSMENT OF LEARNING OBJECTIVES*

The accomplishment of the Psychological Science objectives by students majoring in Psychology will be demonstrated by (1) obtaining an acceptable score on the Area Concentration Achievement Test (ACAT) in psychology, (2) and the Collegiate Learning Assessment (CLA) given during the student's final semester at LaGrange College, (3) successfully completing a travel courses, completing an internship, attending a professional conference, or presenting an IRB-approved research project, and (4) obtaining graduate school acceptance or entering

preferred industry.

### *CAREER OPTIONS*

Psychology is the study of behavior, all types of behavior. Therefore, students who complete the major in Psychology have a wide variety of career options. To aid the students in course selection and career planning, we have created several course pathways that guide students towards the most appropriate courses. These pathways include Child Life Specialist, Sport Psychology, Applied Behavior Analysis, Counseling, Social Work, Clinical Psychology, School Counseling, Business and HR, Forensics, and Psychological Research. These can all be found on our website.

IN ADDITION TO COMPLETING THE ETHOS CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN PSYCHOLOGY MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

### *REQUIREMENTS FOR A B.A. DEGREE IN PSYCHOLOGY*

A major in Psychology consists of 44 semester hours

Introductory Courses (5 hours)<sup>1</sup>

PSYC 1101, PSYC 1005, PSYC 1006

Methods (7 hours)<sup>2</sup>

PSYC 2298, PSYC 2200, PSYC 2299

Experimental Content (6 hours)

PSYC 4455, PSYC 4465, PSYC 4470

Social/Personality/Development Content (9 hours)<sup>3</sup>

PSYC 3321, (PSYC 3302 or PSYC 3358), PSYC 3350, PSYC 4460

Senior Capstone (4 hours)<sup>4</sup>

PSYC 4901, PSYC 4902

Major Electives (12 hours)

An additional 12 hours of major courses will be selected by the student. A student may select any 3000- or 4000-level Psychology course beyond those counted in the required areas. A maximum of two (2) of the following courses— SOCI 2500, SOCI 3500, BIOL 2148, BIOL 3373, BIOL 3374, BIOL 3384, and EXCS 3305—may be applied toward the major with the approval of the advisor. Students pursuing a double major in Psychological Science and Nursing may use NURS 3400 as well.

Notes:

1. PSYC 1101, Introduction to Psychology, is the prerequisite or co-requisite to all 2000-level and above Psychology courses. Some courses also have additional prerequisites.
2. Since the program faculty views psychology as a research-based discipline, these courses provide the foundation for much of the upper-level coursework. It is strongly recommended that the student complete PSYC 2298 and PSYC 2299 as soon as possible after beginning the major.
3. Students may take either PSYC 3302 or PSYC 3358—but not *both*—in order to satisfy this requirement. If a student takes both, then one (1) course counts toward the 12 hours of major electives.
4. PSYC 4480 will be offered once per year during the Interim term and will involve advanced study of a specialized topic. Topics will vary from year to year.

### *MISCELLANEOUS*

No course with a grade below “C-” may be applied toward the major in Psychology. The only exception is PSYC 4000, in which a grade of Pass must be obtained. Additionally, a student must maintain a “C” average (2.0) in the major in order to graduate.

### *REQUIREMENTS FOR A MINOR IN PSYCHOLOGY*

A minor in Psychology consists of six (6) courses, one of which must be PSYC 1101. Any Psychology (PSYC) course that is listed in the current bulletin counts toward the minor. A maximum of two (2) of the following courses –SOCI 2500, SOCI 3500, BIOL 2148, BIOL 3374, BIOL 3384, and EXCS 3305 – may be applied towards the minor with the approval of the advisor. Students majoring in nursing will also gain credit towards a minor for completion of NURS 3400 (Psychiatric Mental Health).

### **Path to Art Therapy**

Art therapy is a career that uses art, the creative process, and resulting artwork to explore a variety of psychological and emotional issues. Students wanting to pursue this path should major in Art and Design in order to complete the number of student credit hours required of most graduate programs. Then they should either minor in Psychological science or pursue a double major. Regardless, students interested in this path should take the following courses: PSYC 1101, PSYC 3302, PSYC 3358, PSYC 3350, and PSYC 4460. It would be helpful to also take PSYC 2298 and PSYC 2299, as the graduate program will have research requirements.

### **Path to School Counseling**

School Counseling utilizes counseling techniques in school settings. Professionals also have training in planning for college and student success. Students wanting to pursue this path should major in Educational Studies. Then they should either minor in Psychological science or pursue a double major. Regardless, students interested in this path should take the following courses: PSYC 1101, PSYC 3302, PSYC 3304, PSYC 3321, PSYC 3351, and PSYC 3341. It would be helpful to also take PSYC 2298 and PSYC 2299, as the graduate program will have research requirements.

### *COURSE DESCRIPTIONS (PSYC)*

**\*Denotes PSYC courses that may satisfy the Ethos requirement for Diverse Cultures, Human Behavior, and Human Relationships.**

#### **PSYC 1005 Writing in APA Style. (3) Fall**

This course will teach students effective APA based formatting and referencing techniques. Students will learn how to correctly format a paper, cite references, paraphrase and avoid plagiarism. The information learned in this course will allow students to effectively write utilizing APA format which will be required in upper-level courses.

*Prerequisite:* None

#### **PSYC 1006 Writing in the Sciences. (3) Fall**

This course will teach students to effectively write papers in a scientific style. Students will learn how to construct a scientific paper including a literature review, research paper, and poster from the stage of generating an idea through polishing the product for distribution. This will include

discussion of writing style, grammar usage, paraphrasing, and other common techniques for writing in the sciences.

*Prerequisite:* None

**\*PSYC 1101 Introduction to Psychology. (3) Fall and Spring**

A survey of major topics in psychological science, including research methods, basic neuroanatomy, learning, perception, personality and abnormal behavior.

*Prerequisite:* None

**PSYC 2200 Behavioral Statistics Lab. (1) Fall and Spring**

This course will teach students how to utilize statistical software packages to analysis behavioral data. It will cover four broad topics: data entry, descriptive statistics, t-test comparisons, and correlations.

*Prerequisite or Corequisite:* PSYC 1101, PSYC 2298 or MATH 1114

**PSYC 2298 Behavioral Statistics. (3) Fall and Spring**

Introduction to the measurement of behavior and quantitative methods of data analysis, emphasizing parametric statistics and their application to the behavioral sciences. May be taken simultaneously with PSYC 1101.

*Prerequisite or Corequisite:* PSYC 1101

**PSYC 2299 Research Methods. (4) Spring**

A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.

*Prerequisites:* PSYC 2298

**PSYC 3302 Human Growth and Development. (3) Fall and Spring**

A study of human life beginning with conception. Important developmental phenomena are considered in the light of major theories of development.

*Prerequisite:* PSYC 1101

**PSYC 3304 Educational Psychology. (3) Spring, Odd years**

Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

*Prerequisite:* PSYC 1101

**PSYC 3321 Social Psychology. (3) Fall**

A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.

*Prerequisite:* PSYC 1101

**PSYC 3341 Human Sexuality. (3) Fall, Even years**

This course involves a multidisciplinary examination of human sexual behavior and intimate relationships. Typical topics considered include male and female sexual response, gender roles,

sexual disorders and dysfunctions, gender identity, legal and cross-cultural aspects of human sexuality, sexual orientation, and relationship issues related to sexuality.

*Prerequisite:* PSYC 1101

**PSYC 3350 Abnormal Psychology. (3)** Fall and Spring

A survey of the causes, characteristics, current theories, and treatment of psychological disorders.

*Prerequisite:* PSYC 1101

**PSYC 3351 Introduction to Counseling. (3)** Fall

An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

*Prerequisite:* None

**PSYC 3358 Psychology of Aging. (3)** Spring, Even years

Human aging is examined from physiological (e.g., sensory and cardiovascular changes), psychological (e.g., memory and intellectual changes), and sociological (e.g., adjusting to retirement) perspectives. Also, death and disorders associated with aging (such as Alzheimer's Disease) are explored.

*Prerequisite:* PSYC 1101

**PSYC 3380 Special Topics in Psychology. (3)** On Demand

A course offered at the sophomore/junior level, focusing on a specialized topic from the field of psychology.

*Prerequisite:* PSYC 1101

**PSYC 4000 Internship in Psychology. (1-3)** On Demand

Students majoring in Psychology may be eligible to enroll in a psychology internship in an applied setting. This course requires 120 hours of supervised experience (observation, work, etc.) in a local agency or office, selected readings, public presentation, and final portfolio containing essays, weekly journal, and supporting material. The internship must first be discussed with the student's Psychology advisor one semester prior to beginning the internship. Information from this meeting will then be transferred to the Career Development Center for placement. The application process is unique to each facility. Grading is on a Pass/No Credit basis.

*Prerequisites:* major in Psychology with junior/senior standing, permission of program coordinator, and approval by the Internship Coordinator

**PSYC 4400 Guided Research. (3)** Fall and Spring

Under supervision of a faculty member, the student develops a project on a topic that is psychological in nature. The emphasis is on analyzing and synthesizing scientific literature, with the goal of producing a literature review and/or research proposal. A successful proposal may lead to data collection and analysis. The result of the project must be discriminated in some professional setting.

*Prerequisites:* major in Psychology with junior/senior standing, PSYC 2298, PSYC 2299, and permission of program coordinator

**PSYC 4405 Sensation and Perception. (3) Spring**

Sensations and our perception of those sensations are examined using both physiological and psychological approaches. Sensory transduction, anatomy/physiology of sensory systems, and psychophysical measurement techniques are explored along with research advancements in the field.

*Prerequisites:* PSYC 2298 and PSYC 2299 or consent of professor

**PSYC 4455 Cognitive Psychology. (3) Fall**

An information processing analysis of topics in perception, thinking, learning, and memory.

*Prerequisites:* PSYC 2298 and PSYC 2299 or consent of professor.

**PSYC 4460 Psychology of Personality. (3) Spring**

A critical study of major personality theories, principles and instruments of assessment, and relevant empirical research.

*Prerequisites:* PSYC 2298 and PSYC 2299 or consent of professor

**PSYC 4465 Biological Psychology. (3) Fall**

Neuroanatomy and neurophysiology will be explored and will provide a foundation for examining biological aspects of various behaviors (e.g., sensory processes and sleep). Also, the psychopharmacology of selected drugs and genetic influences on behavior will be considered.

*Prerequisites:* PSYC 2298 and PSYC 2299 or consent of professor

**PSYC 4470 Behavior Analysis (3) Spring**

A survey of principles, research findings, and applications of classical, operant, and observational learning.

*Prerequisites:* PSYC 2298 and PSYC 2299 or consent of professor

**PSYC 4480 Special Topics in Psychology. (3) On Demand**

A course offered at the junior/senior level, focusing on a specialized topic from the field of psychology.

*Prerequisites:* major in Psychology with junior/senior standing, PSYC 2298, PSYC 2299, and permission of program coordinator.

**PSYC 4901 Psychological Science Capstone I (3) Fall**

The purpose of this course is to allow the student to synthesize knowledge about the discipline of psychological science by providing opportunity for practical experience in developing a project. This project might be service-based or research-based. The student will conduct an extensive literature review on the topic before proposing and carrying out a research plan. This course is constructed as a two-course sequence, with the Spring semester course devoted to dissemination.

*Prerequisites:* major in Psychology with junior/senior standing, PSYC 2298, PSYC 2299, and permission of program coordinator

**PSYC 4902 Psychological Science Capstone II (1) Spring**

The purpose of this course is to allow the student to synthesize knowledge about the discipline of psychological science by providing opportunity for practical experience in developing a project. This project might be service-based or research-based. The student will conduct an extensive

literature review on the topic before proposing and carrying out a research plan. This course is constructed as a two-course sequence, with the Spring semester course devoted to dissemination.

*Prerequisites:* major in Psychology with junior/senior standing, PSYC 2298, PSYC 2299, and permission of program coordinator

## **RELIGION AND PHILOSOPHY**

### ***MISSION STATEMENT***

The faculty of the Religion and Philosophy program is dedicated to challenging and supporting students to think critically and creatively and to enhance their communication skills as they deal with fundamental issues of self, world, and God. The program provides a safe, caring, and ethical community where students are allowed to grow and mature as global citizens.

### ***LEARNING OBJECTIVES***

The overall learning objectives of the Religion and Philosophy program are that students are enabled to do the following:

- Students will demonstrate an ability to think critically about religious traditions by being informed by a variety of perspectives. These perspectives include not only the range of positions within Christian history and theology, but also when appropriate, inter-faith perspectives are included as well.
- Students will demonstrate an ability to respond creatively to these received traditions by approaching issues from a first-person perspective and making personal responses to them, informed by insights they have gained from other academic disciplines.
- Students will demonstrate an ability to explore their own faith commitment in a complex global world and enlarge their perspectives of the world, as well as be prepared for leadership in a pluralistic and increasingly international context.
- Students will demonstrate an ability to communicate effectively in writing and speaking and to conduct undergraduate research.
- Students will demonstrate that they are prepared for graduate studies in Religion or Philosophy and/or to work effectively in church settings by gaining competence in these areas: (1) biblical studies, (2) history, (3) theology, ethics, and social scientific study of religion, (4) philosophy, (5) church leadership.

### ***ASSESSMENT OF LEARNING OBJECTIVES***

Success in achieving the objectives of the Religion and Philosophy major will be measured by the following assessments:

- Course papers evaluated by a common grading rubric
- Senior Thesis/Project
- Performance on the NSSE and CLA assessment instruments
- Performance evaluations in internships, where applicable
- Exit Interviews of graduating seniors
- Graduate School Acceptance, where applicable
- Success in church ministry settings, where applicable
- Periodic review of the program by an outside evaluator

### ***THE RELIGION AND PHILOSOPHY MAJOR***

The Religion and Philosophy Major is a traditional liberal arts study of the field. It is especially suited for those with a general interest in religion and philosophy or those who wish to prepare for graduate study of religion.

IN ADDITION TO COMPLETING THE ETHOS CURRICULUM REQUIREMENTS, STUDENTS PURSUING A

MAJOR IN RELIGION MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

The major consists of 11 courses in addition to the exploratory course in religion that is taken as part of the core (RLGN 1101-08), yielding a total of 12 courses. The religion major must include at least two (2) courses in each of these areas: Biblical Studies, Historical Studies, and Ethics and Theological Studies. The major also requires at least one course in the area of Philosophy. In addition, all Religion and Philosophy majors will complete a senior thesis or project. Thus, of the 12 courses required for a religion major, at least eight (8) courses must conform to the following guidelines:

- Biblical Studies (two (2) courses). At least one course must be at the 2000-level or above. Courses: 2110, 2111, 2120, 2121, 3110-3160.
- Church Leadership and Youth Ministry (one (1) course). Courses: 3510-3560.
- Historical Studies (one (1) course). Courses: 1104 or 1106 (if not taken for the core), 2210-2230, 3210-3220.
- Ethics and Theological Studies (two (2) courses). Courses: 1105, 1107, or 1108 (if not taken for the core), 2310, 3310-3360.
- Philosophy (one (1) course). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.
- Senior Thesis or Project (one (1) course). Course 4620 is normally taken in the fall of the senior year. The student should choose a project director from within the Religion & Philosophy faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a project director by the end of the spring semester of the junior year and present a proposed topic to the faculty at the beginning of the next fall term.

Students are free to choose any other religion or philosophy offering for the remaining four (4) courses. Internships may be taken for up to one (1) full course of credit, with permission of the program coordinator. *At least six (6) courses in the major must be numbered at the 2000-level or above.*

*THE RELIGION AND PHILOSOPHY MAJOR WITH A CONCENTRATION IN GLOBAL MISSIONS AND SERVICE*

The Religion & Philosophy concentration in Global Missions and Service will prepare students for careers in global ministry and service, both abroad and to international communities in the United States. All students will complete 24 hours in Foundation Courses in the Religion & Philosophy program, described below. All students also must include an approved international study experience (Interim term international service course or longer experience) sometime while earning the college degree. The concentration shares an introductory course (NPLD 2200: Foundations in Non-Profit Leadership) with the Non-Profit Leadership major. All students will complete a Senior Thesis or Project that synthesizes the Religion and outside coursework. In addition to the common Foundation courses, students will choose one of three tracks: Business as Missions, Latin America, or Asia. These courses are offered by cooperating college programs.

Foundation Courses: (24 Hours) Required for All Tracks

- NPLD 2200: Foundations in Non-Profit Leadership
  - RLGN 1103: New Testament
  - RLGN 1104: Dialogue with World Faith Traditions
  - RLGN 2215: Global Christianity
  - RLGN 3360: Missions: Theology and Practice
  - RLGN 4620: Senior Thesis or Project
  - Electives: 2 RLGN or PHIL courses 2000-level and above
  -
1. Business as Missions Track: Religion & Philosophy Foundation Courses and four (4) courses in Management and International Business (12 hours):
    - FNCE 3390: Foundations in Non-Profit Leadership
    - MGMT 3370: Management and Organizational Behavior
    - MGMT 3393: Cultural Aspects of International Business
    - MGMT 4410: Social Entrepreneurship

-or-
  2. Latin America Track: Religion & Philosophy Foundation Courses and five (5) courses in Spanish and Latin American Culture [15 Hours]:
    - Competency through the Intermediate Level in Spanish [up to six (6) hours in addition to the college foreign language requirement]
    - Choose three (3) courses from:
      - HIST 3331: Colonial Latin American History
      - LAST 1104 (Introduction to Latin American Culture)
      - LAST 2000 (Introduction to Latin American Studies)
      - LAST 3332 Comparative Colonization and Slavery
      - LAST 3110: Special Topics in Latin American Studies
      - POLS 3352 States and Politics of Latin America

-or-
  3. Asia Track. Religion & Philosophy Foundation Courses and five (5) courses in Asian Language and Culture [15 Hours]:
    - Competency through the Intermediate Level in Japanese, Korean, or Chinese [0-6 Hours in addition to the college foreign language requirement]
    - Choose three (3) courses from:
      - HIST 2380 Introduction to the History of East Asia
      - HIST 3380: History of China
      - HIST 3382: History of Korea
      - HIST 3384: History of Japan

*THE RELIGION AND PHILOSOPHY MAJOR WITH A CONCENTRATION IN CHURCH LEADERSHIP*

The Church Leadership Concentration is designed to prepare students for future careers in church service. Many of our graduates take positions in Christian Education or Youth Ministry

directly after graduation. Others enroll in seminaries as a preparation for ordained ministry.

LaGrange College is one of only nine colleges in the nation that is authorized by the United Methodist Church to offer certification programs in Youth Ministry and Christian Education. United Methodist students who complete the Church Leadership program fulfill all of the educational requirements needed for professional certification in these fields.

The major consists of 11 courses in addition to the exploratory course in Religion that is taken as part of the core, yielding a total of 12 courses. The Church Leadership concentration requires successful completion of the following courses:

- Biblical Studies (one (1) course). Courses: 1102 or 1103 (if not taken for the core requirement), 2110, 2111, 2120, 2121, 3110-3160.
- Historical Studies (one (1) course). Courses: 1104 or 1106 (if not taken for the core), 2210-2230, 3210-3220.
- Ethics and Theological Studies (one (1) course). Courses: 1105, 1107, or 1108 (if not taken for the core), 2310, 3310-3350.
- Philosophy (one (1) course). Courses: any of the philosophy courses which are listed under Area IV in the course listing below.
- Church Leadership and Youth Ministry (four (4) courses). Courses: 3510-3560.
- Internship (one (1) course). Course: 3550, scheduled in consultation with the Church Leadership Program Director.
- Senior Thesis or Project (one (1) course). Course 4620 is normally taken in the fall of the senior year. The student should choose a project director from within the Religion & Philosophy faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a topic and project director by the end of the spring semester of the junior year.

*At least two of the courses in Areas I-III must be at the 2000-level or above.* In addition, students seeking certification in Christian education by the United Methodist Church must complete United Methodist Studies (3210). Students who do not seek United Methodist certification may choose any religion course to fulfill the remaining course requirement for the major.

#### ***THE RELIGION AND PHILOSOPHY MAJOR WITH HONORS***

Students who maintain a 3.5 grade point average in Religion and Philosophy courses and who receive A- grades or better on their senior theses or projects may graduate with program honors.

#### ***THE RELIGION AND PHILOSOPHY MINOR***

A minor in religion requires completion of three (3) courses in addition to the exploratory religion core requirement: four (4) courses in all. At least two (2) courses must be at the 3000-level or above.

#### ***THE CHURCH LEADERSHIP MINOR***

A minor in Church Leadership consists of four (4) courses in addition to the exploratory religion core requirement: five (5) courses in all. The minor includes at least two (2) courses taken at the 3000-level or above in Area I, II, III, IV, or VI. In addition, the minor includes at least two (2)

courses taken in Area V (Church Leadership).

### ***THE PHILOSOPHY MINOR***

No major program currently is offered in philosophy. A minor consists of four (4) courses in Area IV, of which at least two (2) courses must be taken at the 2000-level or above.

### ***THE CHURCH MUSIC PROGRAM***

The church music program is administered through the Music program in cooperation with the Religion and Philosophy program. See the Music section of the *Bulletin* for a program description.

### ***COURSE DESCRIPTIONS (RLGN AND PHIL)***

#### ***Core Exploratory Courses:***

#### ***Explorations of the Christian Faith***

Completion of any course in this area (1000-level courses) will meet the college's Core requirement for an Exploratory Studies course in Religion. These courses have *no* prerequisites.

#### **\*RLGN 1101 Introduction to Christianity. (3)**

An introduction to the Christian tradition of faith through a study of its central symbols, sacred texts, and practices.

#### **RLGN 1102 Jewish Origins in Context. (3)**

A study of the Hebrew bible, commonly called by Christians the Old Testament, in the context of the ancient near eastern world. The course asks students to reflect on the impact of the Hebrew bible on Western civilization and its implications for the contemporary world.

#### **\*RLGN 1103 New Testament Writings in Context. (3)**

A study of the New Testament writings in the context of Greco-Roman civilization. The course asks students to reflect on the impact of Christian scriptures on Western civilization and consider their implications for the contemporary world.

#### **\*RLGN 1104 Dialogue with World Faith Traditions. (3)**

The course places the insights of the Christian faith in dialogue with those of major living world religions, such as Buddhism, Hinduism, Islam, Judaism, Confucianism, and Daoism.

#### **\*RLGN 1105 Christian Ethics and Contemporary Social Issues. (3)**

A study of contemporary ethical issues in the light of the moral traditions central to the Christian faith. The course examines such issues as marriage and family, war and peace, racism, abortion, and the environment. Servant leadership component.

#### **\*RLGN 1106 American Christianity. (3)**

This course will be an investigation of the origins of denominationalism in America. The class will read a history of American Christianity but will look further afield by analyzing some of the particularly American expressions such as Mormonism, Jehovah's Witnesses, and Christian Science. The course will enable students to answer questions about their own denominations and the now global framework of movements such as Pentecostalism and Evangelicalism.

**\*RLGN 1107 Religious Faith in a Scientific Age (3)**

Contemporary debates over intelligent design, climate change, evolution, and stem cell research demonstrate the lively and sometimes contentious interactions between science and religious faith. Students will develop personal positions about the relationship of science and religion and develop ethical perspectives on such controversial biomedical practices as human reproduction, genetic engineering, and end-of-life care.

**\*RLGN 1108 Earth Theology. (3)**

This course explores the inherent value of the Earth, examines the human impact on the environment, and explores ways to address the present global environmental crisis with Biblical and theological resources.

Students will become acquainted with some prominent thinkers and theologians who are taking action regarding environmental concerns while discovering sustainable connections between theological reflection and ethical living.

*RELIGION AND PHILOSOPHY COURSES*

*AREA I: BIBLICAL STUDIES*

**RLGN 2120 Introduction to Hellenistic Greek I. (3)**

A beginning course designed to teach the fundamentals of Hellenistic or Koine Greek, which includes the language of the New Testament. Completion of the two-course sequence in Greek will fulfill the college's foreign language requirement.

**RLGN 2121 Introduction to Hellenistic Greek II. (3)**

A continuation of RLGN 2120.

*Prerequisite:* RLGN 2120

**\*RLGN 3120 The Prophets (3)**

A study of the prophets and prophetic movements in ancient Israel, as well as modern day prophets who continue this tradition in the contemporary context.

*Prerequisite:* RLGN 1103, or permission of professor

**RLGN 3150 The Apostolic Age. (3)**

An examination of the origin and expansion of the early Christian Church, with studies in the Epistles and the Acts of the Apostles.

*Prerequisite:* RLGN 1103, or permission of professor

**RLGN 3160 The Gospels. (3)**

An examination of one of the four canonical gospels with emphasis on the historical context, history of interpretation, and modern appropriations of the text.

*Prerequisite:* RLGN 1103, or permission of professor

*AREA II: HISTORICAL STUDIES*

**RLGN 2210 Early Church History. (3)**

A survey of the history of the Christian Church from the close of the Apostolic age to the end of the Middle Ages.

**\*RLGN 2215 Global Christianity. (3)**

A study of the growth of Christianity into a world-wide religion, highlighting Christianity in Asia, Latin America, and Africa.

**RLGN 2220 Modern Church History. (3)**

A history of the Christian Church from the reformation era to the modern period.

**‡ RLGN 2230 Ethnicity and Religion in America. (3)**

This course examines the role that religion played and continues to play in American race relations and racial identities. The course will study the history and the theorists of the civil rights movement, but also dynamics of race and religion in America's newer immigrant communities.

*Prerequisite:* English 1102

**RLGN 3210 United Methodist Studies. (3)**

A survey of the history, theology, and polity of the United Methodist Church.

*Prerequisite:* A religion core course

*AREA III:*

*THEOLOGY, ETHICS, AND THE SOCIAL SCIENTIFIC STUDY OF RELIGION*

**‡ RLGN 2320 Conflict and Peace-making. (3)**

An examination of models of non-violent social change that are grounded in religious faith commitments. The course focuses on the Christian faith tradition but works comparatively with figures and movements from Hinduism, Buddhism, Judaism, and Islam. The course includes practice in the skills of peace-building that are guided by the principles of restorative justice.

*Prerequisite:* English 1102

**RLGN 3310 Contemporary Christian Thought. (3)**

A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.

*Prerequisite:* A religion core course

**RLGN 3320 or The Ethics of Sexuality, Marriage, and Gender. (3)  
GNDR 3320**

A study of the moral issues related to sexuality, gender roles, and family life. Topics vary per offering but may include ethical reflection on such topics as the meaning and purpose of sexuality, gender roles, pre-marital and extra-marital sexuality, homosexuality, and family structure. We will compare the range of positions on these issues within Christianity, and also compare them with positions in other world faiths.

*Prerequisite:* A religion core course

**RLGN 3340 Sociology of Religion. (3)**

A sociological analysis of the interplay between religion and culture.

*Prerequisite:* A religion core course

**RLGN 3360 Missions: Theology and Practice [3]**

A study of the nature of missions and missional work through modern and historical texts, theory and theology, and practical, hands-on engagement. Students will explore the field of missions as both calling and career, as they embrace a servant leadership focus and sustainable practices.

*Prerequisite:* RLG 2215

**AREA IV: PHILOSOPHY****‡ PHIL 1410 Introduction to Philosophy. (3)**

A survey of major philosophical themes and figures that were formative in Western civilization.

**‡  Moral Philosophy. (3)**

A study of the major philosophical understandings of morality and the good life.

**PHIL 2440 Elementary Logic. (3)**

An introduction to the logic of propositions with attention to the structure and evaluation of informal arguments. The rhetoric of persuasion and its use of logic and emotions are discussed.

**PHIL 3410 Philosophy of Religion. (3)**

An investigation of problems related to philosophical reflection on religious thought and experience.

*Prerequisite:* At least one prior course in philosophy or permission of professor

**‡ PHIL 3420****or Themes in Political Philosophy. (3)****POLS 3340**

An introduction to the basic ideas of political philosophy. Topics considered include the social and historical context of political theory, the development of major ideas in political philosophy, critical analysis of theoretical arguments, and the relation of political theory to contemporary politics.

**PHIL 3430 Bioethics. (3)**

A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.

*Prerequisite:* English 1102

**PHIL 4410 Selected Topics in Philosophy. (3)**

A seminar course on a major subject of concern in philosophy based on individual research and assigned readings.

*Prerequisite:* At least one prior course in philosophy or permission of professor

**\* Denotes courses that fulfill an Ethos Programmatic Goal 3 Faith Traditions requirement.**

**‡ Denotes courses that fulfill an Ethos requirement for Programmatic Goal 2.**

*AREA V: CHURCH LEADERSHIP COURSES*

**RLGN 3510. Christian Education in the Local Church. (3)**

A study of issues confronting those participating in a local church setting. Required of all students in the Internship.

*Prerequisite:* A religion core course

**RLGN 3520 Christian Worship. (3)**

The study and practice of Christian worship in its historical and contemporary contexts. Topics include the theology of worship, sacraments, liturgy, and the place of music in worship.

*Prerequisite:* A religion core course

**RLGN 3540 Youth Ministry. (3) Fall 2012**

The study and practice of ministry to persons from adolescence through young adulthood.

*Prerequisite:* A religion core course

**RLGN 3560 Transformational Leadership. (3)**

The study of the leadership styles and skills necessary for leadership of an institution. Topics may include institutional dynamics, leading institutional change, working with volunteers, avoiding burnout, and racial and gender issues in leadership.

*Prerequisite:* A religion core course

**RLGN 3550 Internship. (1-6) Scheduled individually on demand**

Supervised participation in the local church setting. May be repeated for credit up to 6 hours.

*Prerequisite:* Two courses from Area V

*AREA VI: CAPSTONE AND OTHER COURSES*

**RLGN 4610 Selected Topics in Religion. (3)**

A seminar course on a major subject of concern based on individual research and assigned readings.

*Prerequisite:* Permission of professor

**RLGN 4620 Senior Thesis or Project. (3)**

A directed study normally taken in the fall of the senior year. The student should choose a project director from within the Religion & Philosophy faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a director and topic by the end of the spring semester of the junior year.

*Prerequisite:* Application to Religion and Philosophy Program Coordinator

## **THE WILKINSON FAMILY SERVANT SCHOLARS PROGRAM**

### ***INTRODUCTION***

The Wilkinson Family Servant Scholars Program at LaGrange College is designed to recognize students in the junior and senior years who have distinguished themselves through academic achievement, campus leadership, and demonstrated commitment to service.

Students chosen for the program will live in the Wilkinson Family Servant Scholars Residence Hall (the Broad Street Apartment Building), engage in 20 hours of study that supports the program, and participate in a large-scale problem-solving service project in collaboration with an agency or agencies in the surrounding region, most frequently in LaGrange itself or Troup County. Students are chosen for the program by a selection committee that reviews such factors as cumulative GPA, record of leadership, record of service to the college and community, and evidence of innovative thinking.

### ***MISSION STATEMENT***

The mission of the LaGrange College Servant Scholars program is to enhance the student's personal growth of leadership and integrity by forming a community of servant scholars who engage in active learning both within and outside the classroom.

### ***STUDENT LEARNING OUTCOMES***

Students will:

1. demonstrate, through both academic discipline and volunteer experiences, a broad familiarity with the concepts of service learning and servant leadership.
2. engage in genuine servant leadership (i.e., they will work, through academic discipline and volunteer experiences, to understand the roots and causes of community problems and engage in transformation of the community through outreach and service to that community).
3. demonstrate the ability to communicate their service experiences, both orally and in writing.

### ***PROGRAM OBJECTIVES***

Focusing on interdisciplinary courses and an extended community service-learning project, the Servant Scholars program provides opportunities for:

1. fostering active, creative learning both within and outside of the traditional classroom.
2. encouragement and support of students who have been, through academics, campus leadership, and service, challenged and inspired by their LaGrange College experience.
3. students to gain experience while providing service to community partners.

### ***ASSESSMENT OF OUTCOMES AND OBJECTIVES***

Mastery of the Servant Scholars Program curriculum is demonstrated by the following:

1. These courses must be satisfied with a grade of "C" or higher, or a "P" if the course is Pass/Fail.

2. Successful completion, presentation, and defense of the senior cohort community service project through an academy-wide presentation, the Servant Scholars Colloquium, in the spring semester of the senior year. This project will be evaluated by the Servant Scholars director.

#### *PROGRAM REQUIREMENTS*

Courses: Introduction to Servant Leadership (SERV 3000)	3 hours
Scholars Forum (SERV 3200, 4100, and 4200)	3 hours (1 hour each)
Volunteer Experience (SERV 3300, 3400, 4300, 4400)	8 hours (2 hours each)
2 Interim courses	6 hours (3 hours each)

#### *COURSE DESCRIPTIONS (SERV)*

##### **SERV 3000 Introduction to Servant Leadership. (3)**

This course, through texts, guest lecturers, and discussion, will introduce Servant Scholars to the philosophies of service learning and servant leadership. In addition, students will design and implement a class service project and present a semester-end research paper on a specific aspect of service.

##### **SERV 3200, 4100, and 4200 Scholars Forum. (1)**

This series introduces the students, through texts, guest lecturers, and discussion, to the ideas of community service, service learning, and servant leadership. It provides students opportunities to share Volunteer Experience and begin development of their Servant Scholars senior project. Forums may have a theme for the semester, such as team-building, community outreach, organizational leadership, etc.

##### **SERV 3300, 3400, 4300, and 4400 Volunteer Experience. (2)**

Directed observation and participation in various service-learning opportunities in the LaGrange community.

## **SOCIOLOGY**

### *INTRODUCTION*

The Department of Sociology is committed to the principles of a liberal education and to assisting students in learning to "utilize the sociological imagination" in order to define, analyze, and understand human behavior. The Sociology faculty brings the intellectual traditions of our discipline to the LaGrange curriculum and we teach students the various skills needed to conduct theoretically sound, methodologically rigorous and multifaceted analyses of human social phenomena at both the local and global levels. The department focuses on diversity and inequality while seeking to transform students into adults committed to civility, diversity, service, and excellence. The faculty encourages students to critically evaluate their community, to effectively communicate with fellow community members and to propose creative ways to establish a better society. These goals are reflected in the Department's course offerings.

Sociology majors demonstrate an understanding and mastery of:

- the difference between micro- and macro-level groups and processes, and the interconnections among them;
- the importance and necessity of theory in the process of learning;
- the strengths and weaknesses of various research methods, and the appropriateness of each for various research questions;
- the opportunities as well as constraints that are imposed on us by social structure.

Student accomplishments are assessed according to the requirements for each course and finally by completing a Senior Seminar.

### *REQUIREMENTS FOR THE SOCIOLOGY MAJOR*

Sociology majors are required to complete the following courses, totaling 33 (five (5) required and six (6) electives) semester hours. All courses for the major must be completed with a grade of "C" or higher. Under no circumstances will a "D" grade count toward the major.

The only exception is as follows:

One grade of "C-" will be allowed to count toward the major so long as it does not occur with any of the following five required courses:

SOCI 1000 Introduction to Sociology  
SOCI 3900 Methods I: Introduction to Methodology  
SOCI 3950 Methods II: Understanding Data Analysis  
SOCI 4000 or 4475 Theory I or Theory II  
SOCI 4950 Presenting Social Analysis (Senior Seminar)

### *GERONTOLOGY CONCENTRATION (REQUIREMENTS)*

The Sociology program offers a Gerontology concentration for Sociology majors as well as a Gerontology minor open to all students. These options are designed to offer training to those interested in pursuing a career in serving the aging. Both the concentration and the minor provide a strong basis in critical issues of the field, and practical hands-on experience through the

internship. Graduates with a minor or concentration in gerontology will have the foundation for pursuing a variety of careers.

### STUDENT LEARNING OBJECTIVES

Graduates with a minor or concentration in Gerontology should demonstrate:

- Competency in the basic components and knowledge involving the services needed for an aging population in the U.S.
- An understanding of the contemporary issues facing an aging population and the social issues involved
- An awareness of global issues facing an aging population

### ASSESSMENT OF LEARNING OBJECTIVES:

Sociology majors graduating with a concentration in gerontology are required to successfully complete the capstone senior seminar, research and defend a senior paper as well as pass a major field exit examination. Through these requirements, students must demonstrate their mastery of the major's objectives.

For a Gerontology minor, 15 semester hours are required, as outlined above.

For a Sociology major with a Gerontology concentration, a total of 36 semester hours is required:

#### **Nine (9) hours** of Gerontology courses

- ❖ SOCI 2250 Introduction to Gerontology
- ❖ SOCI 2350 Death and Dying
- ❖ SOCI 3450 Social Policy and Aging

#### **15 hours** of required Sociology major courses

- ❖ SOCI 3900 Methods I: Introduction to Methodology
- ❖ SOCI 3950 Methods II: Understanding Data Analysis
- ❖ SOCI 4000 or 4475 Theory I or Theory II
- ❖ SOCI 4950 Presenting Social Analysis (Senior Seminar)

#### **12 hours** in Sociology electives

**These courses must be satisfied with a grade of "C" or higher**

### *HEALTH AND MEDICINE CONCENTRATION (SOCIOLOGY MAJORS)*

**Medical sociology is the study of the societal dimensions of health and medicine.** It is a well-recognized field that offers great preparation for graduate school in the health-related professions. The Sociology Department has a good sequence of courses in the department for students with a pre-med or pre-health career path. Students often plan to go to medical school, attend a graduate program in health services administration, or seek a program in social work. Students may seek jobs in human resources as well as recruiting in health software companies.

The **Health and Medicine** concentration introduces students to the relationship between society and health. In this concentration, students will study the impact of social, cultural, political, and

economic factors on health and vice-versa. Courses in this area examine issues such as health behavior, physical and mental illnesses, doctor-patient interaction, medicalization, health care reform, health care delivery and health policy. This concentration is for students interested in jobs related to medical, mental health, or social service fields, patient advocacy, mental health facilities or nursing homes, administrative positions, and program planning.

#### ***HEALTH AND MEDICINE CONCENTRATION (REQUIREMENTS)***

The Sociology program offers a Health and Medicine concentration for Sociology majors. These options are designed to offer training to those interested in pursuing a career in serving the aging. Both the concentration and the minor provide a strong basis in critical issues of the field, and practical hands-on experience through the internship. Graduates with a minor or concentration in gerontology will have the foundation for pursuing a variety of careers.

**STUDENT LEARNING OBJECTIVES** Graduates with a concentration in Health and Medicine should demonstrate:

- Competency in the basic components and knowledge involving the services involving medical care, research and health issues for a global population and the population in the U.S.
- An understanding of the contemporary issues in healthcare facing the population and the social issues involved
- An awareness of global healthcare issues facing a world population

**ASSESSMENT OF LEARNING OBJECTIVES:** Sociology majors graduating with a concentration in gerontology are required to successfully complete the capstone senior seminar, research and defend a senior paper as well as pass a major field exit examination. Through these requirements, students must demonstrate their mastery of the major's objectives.

For a Sociology major with a Health and Medicine concentration, a total of 36 semester hours is required:

#### **15 hours of *Health and Medicine* courses**

- ❖ SOCI 2000 Social Issues and Policy
- ❖ SOCI 2350 Death and Dying
- ❖ SOCI 3700 Medical Sociology
- ❖ SOCI 3975 Program Evaluation
- ❖ SOCI 3430 (Phil 3430) Bioethics

#### **15 hours of required Sociology major courses**

- ❖ SOCI 1000 Introduction to Sociology
- ❖ SOCI 3900 Methods I: Introduction to Methodology
- ❖ SOCI 3950 Methods II: Understanding Data Analysis
- ❖ SOCI 4000 or 4475 Theory I or Theory II
- ❖ SOCI 4950 Presenting Social Analysis (Senior Seminar)

#### **6 hours in Sociology electives**

**These courses must be satisfied with a grade of "C" or higher**

## **MINORS**

### ***SOCIOLOGY MINOR***

Sociology minors are required to complete the following courses, totaling **15** semester hours

SOCI 1000	Introduction to Sociology	(3)
SOCI 4000, 4475, or 3900	Option of Theory or Methodology	(3)
SOCI Electives	Must be SOCI courses	(9)

These courses must be satisfied with a grade of "C" or higher. Under no circumstances will a "D" grade count toward the minor.

### ***GERONTOLOGY MINOR***

Gerontologists study the cultural, physical, social, and economic conditions of older adults.

Gerontology differs from Geriatrics in that geriatrics is concerned with the clinical and medical aspects of aging, whereas gerontology is concerned with more social aspects of how aging affects populations. In recent years, issues in minority aging have received particular attention. The Sociology department offers a minor in Gerontology.

The minor curriculum combines two basic kinds of expertise: (1) increased knowledge of the sociological processes of aging, and (2) the development of in-service skills to address the social needs which accompany these processes.

Students electing this minor do so to accomplish different goals: (1) training for a service career in the field of aging; (2) preparation for a specialized graduate program; or, (3) personal enrichment and development in understanding the aging process. The gerontology minor is an asset to students seeking employment in such fields as health care, counseling, recreation, nutritional service, education, business, welfare services, and private and public administration.

**Minor Requirements:** 15 hours (Four required courses plus one elective)

Required Courses: Students must make a "C" or better

- ❖ SOCI 1000 Introduction to Sociology
- ❖ SOCI 2250 Introduction to Gerontology
- ❖ SOCI 2350 Death and Dying
- ❖ SOCI 3450 Social Policy and Aging

Electives:

SOCI 3700 Medical Sociology  
SOCI 3200 Civil Society and Social Responsibility  
SOCI 3360 Globalization in the 21st Century  
SOCI 3500 Race, Ethnicity and Gender in Society  
SOCI 4200 Social Inequality & Stratification  
SOCI 4500 Sociology Internship (3-6 hours)  
PSYC 3351 Introduction to Counseling  
PSYC 3358 Psychology of Aging

### **CRIMINOLOGY MINOR**

Criminologists study the criminal justice system and the causes and consequences of crime. Criminologists examine how race, gender, social class, and geographic location, along with other variables, influence one's likelihood of criminal activity. The Sociology department offers a minor in Criminology.

The minor curriculum provides the following skills: 1) an understanding of how the criminal justice system influences and is influenced by other societal institutions; 2) a mastery of the theoretical frameworks instrumental in understanding the process of the criminal justice system; 3) an awareness of the intersection of race, gender, and class, and its relationship to criminal activity as well as different typologies of crime and their frequency; and 4) knowledge of various societal sanctions in relation to crime.

Students who decide to minor in Criminology will gain the following: 1) knowledge about specific fields within Criminology; 2) preparation for graduate school; and 3) critical thinking skills essential for success in a variety of occupations within the field which include, but are not limited to – policing, corrections, social work, legal secretary, and criminal investigator.

The minor, which will be housed in the Sociology department, may also draw interest from Political Science majors/minors, as some of the electives within the minor are Political Science classes. The minor also exudes the mission of the college – the program will be interdisciplinary with a focus on critical thinking, writing, and the pillars will be central to the Criminology minor. For example, Criminology minors will examine the relationship between civility and policing and community service and crime rates.

#### **Minor Requirements: 18 hours** (Five core courses plus one elective)

Required Courses: Students must make a “C” or better

- ❖ SOCI 1000 Introduction to Sociology
- ❖ SOCI 3307 Criminology
- ❖ SOCI 3400 Deviance and Criminology
- ❖ SOCI 3550 Drugs and Society
- ❖ SOCI 3850 Corrections and Society

Electives:

- ❖ SOCI 3200 Civil Society and Social Responsibility
- ❖ SOCI 3360 Globalization in the 21st Century
- ❖ SOCI 3500 Race, Ethnicity and Gender in Society
- ❖ SOCI 4200 Social Inequality & Stratification
- ❖ SOCI 4500 Internships
- ❖ POLS 1102 Introduction to Political Science
- ❖ POLS 3312 Public Administration and Public Policy
- ❖ POLS 3313 American Judicial Institutions
- ❖ POLS 3314 American Constitutional Law: Institutions
- ❖ POLS 3315 American Constitutional Law: Civil Liberties and Civil Rights

### ***SOCIAL WORK MINOR***

A social work minor will help you work more effectively with social work professionals and will give you an introductory understanding of at-risk populations and how to work with them.

A Social Work Minor requires completion of 15 semester hours, six of which must be upper-division. All courses in the Social Work Minor must be taken on a letter grade basis and students must earn a minimum grade of a C.

Should you be in a Major outside the Behavioral Sciences, learning more about social justice, social welfare, and populations can help expand your understanding of the world and how to interact in it. You will have the opportunity to learn about social work's history mission, its professional values and its theoretical frame the systems/ecological perspective. Further, you will explore arenas in generalist practice and the varied roles and responsibilities of social work professionals in a range of fields or practice.

#### **Social Work Minor Requirements: 15 hours**

Four foundational courses:

- ❖ SOCI 2200 Introduction to Social Work
- ❖ SOCI 3352 Essentials of Human Behavior: Social Work and Applied Sociology
- ❖ SOCI 3302 Social Work Theory and Application
- ❖ SOCI 3900 Methods I: Introduction to Social Research

One Elective:

- ❖ SOCI 2250 Introduction to Gerontology
- ❖ SOCI 2700 Introduction to Poverty Studies
- ❖ SOCI 3400 Deviance and Criminology
- ❖ SOCI 3700 Medical Sociology
- ❖ SOCI 3975 Methods of Program Evaluation
- ❖ PSYC 3351 Introduction to Counseling.

### ***SOCIOLOGY COURSES***

#### **Foundation Sociology Courses (15 hours)**

SOCI 1000	Introduction to Sociology	(3)
SOCI 3900	Methods I: Introduction to Methodology	(3)
SOCI 3950	Methods II: Understanding Data Analysis	(3)
SOCI 4000 or 4475	Theory I or Theory II	(3)
SOCI 4950	Presenting Social Analysis (Senior Seminar)	(3)

#### **Major Electives (18 hours)**

Students may complete the major by electing three other courses from the following list:

SOCI 2000	Social Issues and Policies in Global Perspective	(3)
SOCI 2200	Social Work: Introducing Theory and Practice	(3)
SOCI 2250	Introduction to Gerontology	(3)

SOCI 2300	Sociology of Sports	(3)
SOCI 2350	Death and Dying	(3)
SOCI 2500	Kinship and Families	(3)
SOCI2700	Introduction to Poverty Studies	(3)
SOCI 3000	Social Change & Social Movements	(3)
SOCI 3307	Criminology	(3)
SOCI 3340	Sociology of Religion	(3)
SOCI 3360	Globalization in the 21 <sup>st</sup> Century	(3)
SOCI 3400	Deviance and Criminology	(3)
SOCI 3430	Bioethics	(3)
SOCI 3450	Social policy and Aging	(3)
SOCI 3500	Race, Ethnicity and Gender in Society	(3)
SOCI 3550	Drugs and Society	(3)
SOCI 3600	Sociology of Education	(3)
SOCI 3700	Medical Sociology	(3)
SOCI 3800	Special Topics in Sociology	(3)
SOCI 3850	Corrections and Society	(3)
SOCI 3975	Methods of Program Evaluation	(3)
SOCI 4200	Social Inequality & Stratification	(3)
SOCI 4475	Theory II	(3)
PSYC 1101	Introduction to Psychology	(3)
PSYC 3302	Human Growth and Development	(3)
PSYC 3321	Social Psychology	(3)
HIST 3000	Public History	(3)
HIST 3416	Twentieth Century America	(3)

One (1) Interim courses taught by Sociology faculty may be counted as electives if approved by Discipline Coordinator.

### *COURSE DESCRIPTIONS (SOCI)*

#### **SOCI 1000 Introduction to Sociology (3) Fall and Spring**

Introduction to Sociology is a study of the fundamental concepts and principles of the discipline, with emphasis on socialization, social institutions, social interaction, social stratification and inequality, as well as mechanisms of social control. Familiarization with the distinction between macro- and micro-level sociological processes will be emphasized.

#### **SOCI 2000 Social Issues and Policies in Global Perspective (3) As needed**

Using a special topics approach, this course provides the most current assessment of social problems and the policies created in an attempt to remedy these social ills.

#### **SOCI 2200 Social Work: Introduction to Theory and Practice (3) As needed**

Social Work introduces the prospective social worker to underlying theories associated with the field and provides an overview of the history and practice of social work.

**SOCI 2250 Introduction to Gerontology (3) As needed**

Introduction to Gerontology explores the sociological aspects of aging including how the elderly affect society and how society affects the elderly. We examine the interaction of the elderly with society and with many of our social institutions such as religion, healthcare, government, and the economy. We look at the issues associated with our aging population and how those issues affect people of all ages as well as examining several current controversies associated with our changing population structure. Current theories, policies, and practices in gerontology are introduced and provide exploration of the field as a possible career choice.

**SOCI 2300 Sociology of Sports (3) As needed**

Sports have made an enduring impact on the social world in which we all live and represent an important aspect of our everyday lives and our leisure time. The organization of sports is a reflection of the organization of society. By critically studying the relationship between sports and society we will gain a greater understanding of society as a whole.

The goal of this course is to apply a sociological lens to the world of sports and athletics (a distinction that will be examined) through the incorporation of academic writing, popular media, and personal experiences. Using these tools, the student will explore the ways in which sports are entangled in social, cultural, political, and economic forces operating at many different levels (local and global).

**SOCI 2350 Death and Dying (3) As needed**

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. The question of death, with or without religious guidance, is essentially ethical – what to do in recognition of the fact that we, everyone we love, and everyone who loves us, is going to die. In order to better understand ourselves and others, and the diversity of loss experiences, this course examines how social, cultural, and historical factors influence individuals' coping responses during loss and the last stage of life. Difficult and controversial health care, end of life, care giving needs, and after life issues are also be explored.

**SOCI 2500 Kinship and Families (3) As needed**

Kinship and Families offers a multi-disciplinary perspective on contemporary marriages, families, and other intimate relationships. Students will become familiarized with competing models and theories on family relationships. In addition, the course explores cross-cultural variation in family systems as well as diversity and change within the American population. Topics to be covered include: mate selection, sexuality, marital structure, marital happiness, divorce, parenting, and alternative family forms.

**SOCI 2700 Introduction to Poverty Studies (3) As needed**

Introduction to Poverty Studies exposes students to the causes and effects of poverty and allows them to begin thinking about how they can help alleviate it. Readings and discussions will encourage students' understanding of how disciplines can come together to help eradicate poverty, increase their understanding of what it means to be poor in both the U.S. and globally, and begin to think of solutions to complex problems.

**SOCI 3000 Social Change & Social Movements (3)** As needed

An analysis of the sources, patterns, and consequences of social and cultural change. The roles of socio-economic, political, technological and other factors in processes of change at institutional and societal levels are investigated.

**SOCI 3200 Social Responsibility and Civil Society (3)** As needed

Students of Social Responsibility and Civil Society will examine past social justice movements as well as the meaning of civil society. In addition, students will examine the 21st century idea of social entrepreneurship. Combining these approaches, students will determine the meaning of a civil society and its implications for social responsibility and policy.

**SOCI 3302 Social Work Theory and Application (3)** As needed

Focus is on theories needed for generalist social work practice with individuals and small groups. Critical evaluation of the value base of the social work profession and basic practice concepts for understanding a variety of intervention models in diverse settings will be explored.

**SOCI 3307 Criminology (3)** Spring (as scheduled)

Criminology examines the nature and impact of crime in the United States. We will focus on the following topics: 1) historical foundations of crime; 2) theoretical perspectives of criminology; 3) characteristics of victims and offenders; 4) different types of crime; and 5) an analysis of policies concerning crime and control.

**SOCI 3340 Sociology of Religion (3)** As needed

A sociological analysis of the interplay between religion and culture.

**SOCI 3352 Essentials of Human Behavior: Social Work and Applied Sociology (3)** As needed

An examination of the lifecourse of human populations with an emphasis on at-risk members within the population. Using Applied Sociology concepts and Social Work best practices, students will examine processes for engaging at risk individuals and to provide services that might lessen or remove risk and hardships from their lives. Students will also develop a lifespan approach to biopsychosocial examination of behavior and early development through old age emphasizing social influences.

**SOCI 3360 Globalization in the 21<sup>st</sup> Century (3)** As needed

Globalization in the 21<sup>st</sup> Century focuses on the social structure, economics, politics, and culture of the United States in a global context. It examines many of the common assumptions about American society, especially global influence, relationships. An overview of current and past theory is examined at an interdisciplinary level.

**SOCI 3400 Deviance and Criminology (3)** Spring (as scheduled)

Deviance and criminology is a multi-disciplinary examination of deviant behavior and corrections, with an emphasis on competing theories regarding the origins and incidence of deviance. Special attention will be given to the social forces underlying criminal and deviant behavior.

**SOCI 3430/Phil 3430 Bioethics (3) As needed**

A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.

**SOCI 3450 Social Policy and Aging (3) As needed**

Social Policy and Aging examines aging-related social policy topics in more depth than Introduction to Gerontology. We begin the class by looking at some of the important contexts in which aging policy occurs - social, economic, and political. We also look at the relationship between policy and diversity of the older population both as domestic and global issues. We then turn to specific policy areas, including employment, retirement, housing, health care and long-term community and family care. We also study the debate about generational equity - are older people benefitting at the expense of the young?

**SOCI 3500 Race/Ethnicity and Gender in Society (3) As needed**

Students will become aware of the impacts of race, ethnicity and gender in a global society. The norms, values, and patterns of communication associated with each category and how these affect personal life choices and social status will be examined. Specifically, students will become aware of how our basic social institutions, such as the economy, the family, education, religion, and the political system are biased institutions with differing ideals and expectations for women and men as well as different race and ethnic groups.

**SOCI 3550 Drugs and Society (3) Fall (as scheduled)**

Drugs and Society focuses on drug use and abuse as a social phenomenon. This course will examine the following: 1) The history behind drug laws; 2) The relationship between drugs and race/gender/class; 3) Use patterns related to specific drugs; 4) Drug policy, legislation, and enforcement; and 5) Drug use subcultures

**SOCI 3600 Sociology of Education (3) As needed**

Sociology of Education examines the structure and process of education in contemporary society and the effects on society. The primary focus will be on U.S. public education. An examination of current controversies in education will also be covered. These controversies include but are not limited to school funding, curriculum approaches, violence, bullying and educational reform movements.

**SOCI 3700 Medical Sociology (3) As needed**

This course will provide an introduction to central topics in the sociology of medicine while also suggesting how that field is being redefined and reinvigorated by science and technology studies. Students will seek to understand health, health care, and biomedicine by exploring multiple domains: (1) the work sites in which health professionals interact with one another and with their clients; (2) the cultural arenas within which ideas of health and disease circulate; (3) the market relations that produce health care as a commodity; the institutions that transform social inequalities into health disparities; and (4) the social movements that challenge biomedical practices and the authority of experts.

**SOCI 3800 Special Topics in Sociology (3) On demand**

Special Topics will involve in-depth exploration into a unique topic in Sociology. The course

content will rotate from year to year. Students may repeat the course for credit so long as the topic changes and with departmental approval.

*Prerequisite:* SOCI 1000

**SOCI 3850 Corrections and Society (3) Fall (as scheduled)**

Corrections and Society examines the history and background of the American corrections system. Specific attention will be placed on law, policies, issues, and controversies, as well as an examination of how race, class, and gender intersect within the criminal justice system. Alternatives to incarceration, capital punishment, and community-based treatment plans will be discussed.

**SOCI 3900 Methods I: Introduction to Methodology (3) Fall**

Methods I is a study of basic social science research methodology. Topics considered include: research design and data collection, writing a literature review, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software. An emphasis is placed on designing a research project.

*Prerequisite:* SOCI 1000

**SOCI 3950 Methods II: Understanding Data Analysis (3) Spring**

Methods II expands on the concepts, techniques, and interpretation of quantitative methods. Includes, but not limited to: measurement, hypothesis testing, bivariate and multivariate techniques, and application with SPSS.

*Prerequisite* SOCI 3900

**SOCI 3975 Methods of Program Evaluation (3) As needed**

This course provides an introduction to the basic tools of program evaluation thereby allowing students to assess and build higher quality programs and policies. An overview of the theoretical foundations and techniques of program evaluation including need assessments, outcome evaluations, surveys, program outcomes and impact evaluations. Topics covered include reasons for and uses of evaluations, evaluation design, comparisons of qualitative, quantitative and mixed method approaches, practical challenges in data collection and analysis, estimation of program impacts, dissemination of findings, and integration of findings into policy and organizational strategy as well as cost estimations for quality evaluations. Students will analyze the evaluations of a variety of programs and policy instruments through exercises and case studies.

**SOCI 4000 Theory I (3) As needed**

Theory I is an introduction to the development of sociological theory. It focuses on the most influential figures in the development of sociological theory and their legacy in contemporary sociology. Major schools of social thought are covered.

*Prerequisites:* SOCI 1000; junior status preferred.

**SOCI 4200 Social Inequality & Stratification (3) As needed**

Inequality and Stratification will examine social inequality, a topic which is at the core of sociological analysis and research. The classical perspectives on inequality will be examined, as

well as the contemporary extensions of these approaches. Particular attention will be paid to class, race, and gender as separate and as intersecting axes of inequality.

**SOCI 4475 Theory II (3)** As needed

Theory II is an introduction to classical, 20<sup>th</sup> century, and current social theorists. It focuses on the most influential figures in the development of sociological theory and their legacy in contemporary sociology.

**SOCI 4500 Sociology Internship (3-6 hours)** On demand

This course requires 120 hours of supervised experience (per 3 credit hours) in a local agency or office, selected readings, as well as an oral presentation given in one of the SOCI courses. Applications for internships must be submitted to the department chair in the term or semester prior to placement. Students may select a graded or Pass/No Credit option. Course may be repeated twice (for 3 hours credit) for a maximum of 6 hours credit.

*Prerequisites:* Completion of SOCI 1000 with a grade of "C" or higher, as well as two other SOCI courses with grades of "C" or higher.

**SOCI 4950 Senior Seminar (3)** Spring

The Senior Seminar is designed to assess the student's mastery of the discipline and to determine their ability to use Mills' *sociological imagination*. Students are required to complete a research project and make a public presentation.

## **SOCIAL/BEHAVIORAL SCIENCES MINOR**

### *INTRODUCTION*

LaGrange College offers an interdisciplinary Social Science minor that is open to all students. This program is designed to enhance the academic and professional qualifications of LaGrange students who are considering careers in secondary education, particularly in public High Schools in Georgia. The course work that constitutes this minor will prepare students to pursue professional certification in the areas of Behavioral Science (Psychology, Sociology), Political Science and Economics. These are high demand areas and the students carrying certification in them strengthen both their professional preparation and competitiveness.

### *LEARNING OBJECTIVES*

Graduates with a minor in Interdisciplinary Social Sciences will demonstrate:

- A grounding in and familiarity with the fundamental concepts associated with the study of Economics, Political Science and Behavioral Science (Psychology and Sociology)
- Critical thinking through the acquisition, interpretation, synthesis and evaluation of information within and across the disciplines of study
- Proficiency in communication skills indicating the ability to articulate discipline-specific material to a student audience

### *ASSESSMENT OF LEARNING OBJECTIVES*

- Successful completion of each course with a minimum grade of C- or better
- Successful passage of the GACE certification examination in at least TWO areas: (Economics, Behavioral Science and/or Political Science)

### *REQUIREMENTS*

The successful completion of 18 semester hours of credit divided between the following required and elective courses:

#### **Required Courses (12 hours):**

- PSYC 1101
- SOCI 1000
- POLS 1101
- EDUC 3500
- HIST 3315

#### **Elective Courses (Choose one):**

- ECON2200
- POLS1102
- SOCI 2000
- SOCI 2500
- PSYC3302
- PSYC3321

- PSYC 3341
- PSYC 3350

Recommendation: students consider at least one additional (3 hour) elective from the list above.

## GLOBAL SUSTAINABILITY MINOR

The minor program in Global Sustainability will allow students to focus on the broad global issues related to sustainability and relate these issues to their major fields of study. Sustainability, broadly, is concerned with how we might build a just, peaceful, and ecologically sustainable world. Full exploration of this theme must then include theology and philosophy, ecology, social justice, and global issues. The minor program will include courses that allow students to explore all of these areas, and acquire the following:

An understanding of sustainability issues in economic, social, and environmental areas

- An awareness of the importance and urgency of such issues in today's world
- An edge in the marketplace for students majoring in a variety of fields (for example, engineering, writing, film-making, business, religion, non-profit leadership, etc.).

### LEARNING OBJECTIVES

Using the expertise unique to each academic discipline, students explore the root causes of injustice, ecological degradation, and social conflict. Students explore creative responses to these realities and imagine possibilities for future social policy.

### REQUIREMENTS

Completion of each course with a grade of C- or better and a GPA of 2.0 or better in the minor. Successful completion and defense of a senior research project that explores in depth a sustainability theme and relates that theme to the student's major field of study. This project will be evaluated by the student's major advisor and the Sustainability Minor advisor.

### OVERVIEW

The Sustainability Minor requires **18-19 credit hours** from the options listed below. **All students must take one foundation course – Earth Theology (RLGN 1106), ENGL 1101S, or ENGL 1102S – as a common foundation for the program (in special circumstances, and at the discretion of the minor advisor, another course may fulfill the requirement of the foundation course).** Students must also take one course in Ecology Studies, Social Justice Studies, and Global Issues. Students will take one additional elective course from any of these areas.

All of these courses may count also toward college Core or major/minor requirements. All students are required to complete a senior research project in consultation with the Sustainability Minor advisor and the student's major advisor.

A list of eligible courses is set forth below. Courses must either have sustainability issues in Ecology, Social Justice, and Global Studies as the major focus of the course or be structured in such a way that students can focus course assignments on Sustainability themes. In the latter case, students will set forth a research plan with professors before the course begins.

**Please note:** There may be courses not listed below that would be considered sustainability-appropriate. Please consult with the minor advisor.

### **Foundation**

**Choose one (1) course from this list:**

RLGN 1106 Earth Theology (3)  
ENGL 1101S Rhetoric and Composition I (3)  
ENGL 1102S Rhetoric and Composition II (3)

### **Ecology Studies**

**Choose one (1) course from this list:**

BIOL 1102 Section on Ecological Science (Non-Majors Biology II) (4)  
BIOL 3334 General Ecology (Majors Biology) (4)  
BIOL 3340 Conservation Biology (4)

### **Social Justice**

**Choose one (1) course from this list:**

**[PLEASE NOTE: Students cannot use the same course to fulfill multiple requirements. Students who take RLGN 1106, for example, can use it to fulfill the Foundation requirement or the Social Justice requirement, but not both.]**

ENGL 1102S Rhetoric and Composition II (3)  
ENGL 4479 Women and the Green World (3)  
INTM 4381 Conversations on Diversity (3)  
MGMT 4410 Social Entrepreneurship (3)  
NPLD 2200/FNCE 3390 Foundations in Non-Profit Leadership (3)  
RLGN 1105 Christian Ethics and Contemporary Social Issues (3)  
RLGN 1106 Earth Theology (3)  
RLGN 2230 Race and Ethnicity in America (3)  
RLGN 2320 Conflict and Peacemaking (3)  
RLGN 2320 Religion, Violence, and Social Change (3)  
SOCI 3200 Social Responsibility and Civil Society (3)  
SOCI 3500 Race/Ethnicity and Gender in Society (3)  
SOCI 4200 Social Inequality and Stratification (3)

### **Global Issues**

**Choose one (1) course from this list:**

ENGL 1101S Rhetoric and Composition I (3)  
LAST 1000 Intro to Latin American Studies (3)  
LAST 1104 Intro to Latin American Culture (3)  
LAST 3001, 3002 Survey of Latin American Literature (3)  
MGMT 3392 International Business (3)  
MGMT 3393 Cultural Aspects of International Business (3)  
RLGN 1104 Dialogue with World Faith Traditions (3)

RLGN 2215 Global Christianity (3)  
POLS 3321 International Political Economy (3)  
POLS 3350 The Politics of Development (3)  
POLS 3352 States and Politics: Latin America (3)  
POLS 3353 States and Politics: Africa (3)  
SPAN 2106 Intro Lit Spain/Latin America (3)  
SPAN 4000 Latin American Literature (3)  
SPAN 3002 Hispanic Culture and Civilization (3)

### **Capstone Research Project**

#### **(SUST 4000) one (1) course (3)**

Students will develop an individual research project that integrates Sustainability studies with the student's major field of studies. Courses are taken as directed studies, normally led by a professor in the student's major. The course number will become SUST 4000.

#### **Elective: one (1) course (3-4 hours)**

Students may fulfill the elective requirement in one of three ways:

- 1) Students may take one additional course from any of the above areas.
- 2) Students may take an international internship for elective credit. The internship must be approved by the Sustainability Minor advisor and the student's major advisor.
- 3) Students may count one sustainability-themed travel course for elective credit. The course must be approved by the Sustainability Minor advisor.

#### **Community Service: (10 hours, no credit)**

All students must complete 10 hours of documented service to the community with a Sustainability theme. Minors are therefore required to participate in the SGA Food and Sustainability Committee or in the Sustainability Club. Participation will be monitored by the Sustainability Minor adviser or by a designated faculty member.

**Alternate community service hours must be approved ahead of time in consultation with the Sustainability Minor advisor and the student's major advisor.**

## **TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) MINOR**

### ***PROGRAM INTRODUCTION***

The minor in Teaching English to Speakers of other Languages (TESOL) provides students with the professional knowledge and skills necessary for teaching English as a second language in both domestic and international settings. The TESOL minor is useful for any undergraduate student whose future includes international educational experiences or work with English Language Learners. This program is valuable for students seeking travel, career, and mission experiences abroad. The TESOL minor also includes an introduction to linguistics, culture, and social interaction from multiple perspectives. Students are provided with an overview of current theories, programs, pedagogy, and effective practices in the teaching of English language and culture, as well as practical experiences in planning, delivering, and assessing the efficacy of instruction. These practical experiences can occur in domestic or international settings.

### ***MISSION STATEMENT***

The TESOL minor is an interdisciplinary program that provides students with an opportunity to study linguistics, culture, history, and pedagogy as they develop the knowledge and skills necessary to teach English Language Learners in multiple domestic and international contexts.

### ***PROGRAM OBJECTIVES***

This interdisciplinary minor is guided by multiple objectives. The first objective of the program is to provide students with an overview of the educational contexts in which English is taught and learned. Second, the program providers seek to provide students with teaching and assessment strategies germane to the field of TESOL. A third objective of the program is to expose students to current and persistent issues in the fields of language acquisition, linguistics, bilingualism, cultural/historical studies, and educational programs for English Language Learners. Finally, the program is designed to provide students with the opportunity to apply their knowledge and hone their skills in authentic domestic and/or international contexts through internship opportunities both local and abroad.

### ***PROGRAM OBJECTIVES ASSESSMENT***

The assessments of program objectives are conducted in the required and elective courses offered each semester by the respective programs. Evidence of successful support and completion of program objectives will be kept by the instructors of these courses in the departments of Education, History, and Latin American Studies/Modern Languages.

### ***STUDENT LEARNING OBJECTIVES***

Completers of the TESOL minor will be able to 1) demonstrate proficiency in lesson planning, lesson implementation, and assessment practices in authentic contexts 2) demonstrate knowledge of the histories and cultures of other countries and peoples 3) demonstrate knowledge of the basic concepts of linguistics and describe the process by which first and second languages are learned 4) synthesize the required knowledge and skills developed in all required and elective courses into successful field experiences.

### *STUDENT LEARNING ASSESSMENT*

Student objectives are assessed through all assignments and exams completed in required and elective courses that constitute the TESOL minor program. Successful completion of student learning objectives shall be evidenced by a minimum grade of C in all minor courses as well as the completion of an international or domestic internship.

### *PROGRAM REQUIREMENTS*

Students in the TESOL minor must complete a total of at least 15 credit hours. All students must complete the three required courses (see below) as well as an additional six hours of approved electives. The TESOL minor elective requirement may be satisfied by the completion of an international clinical practice internship OR by the completion of a local/domestic internship and one additional three (3) credit hour elective course (see below for a list of required and approved elective courses).

#### *Required Courses (nine hours)*

TESL 1101: Teaching English to Second Language Learners

TESL 1102: Testing and Assessment of English Language Learners

LAST 1106: Introduction to Linguistics OR LAST 2010: Introduction to Second Language Acquisition

#### *Elective Courses (six hours)*

##### Option 1:

TESL 4495: International Clinical Practice Internship (3 – 12 credit hours depending on semester/term enrolled)

##### Option 2:

TESL 4496: Domestic Internship

#### *AND ONE OF THE FOLLOWING APPROVED ELECTIVES:*

LAST 2000: Latin American Studies

LAST 3110: Special Topics – Bilingualism

HIST 3382: Survey of Korean History

HIST 3380: Survey of Chinese History

HIST 4499: Special Topics - Survey of Japanese History

## **THEATRE ARTS**

### ***INTRODUCTION***

Theatre Arts offers a pre-professional training program emphasizing the practical aspects of theatre/ musical theatre, and the importance of process. It is the belief of the faculty that the training process must prepare students for the real world of theatre. Faculty teaching in the Theatre Arts and Musical Theatre programs are experienced working professionals. Based on the belief that theatre is both an art form and a business, the curriculum provides a strong undergraduate foundation in theatre and musical theatre performance, design, production, and literature.

Theatre Arts offers a Bachelor of Arts degree in Theatre Arts with an emphasis in performance, technical theatre or design. In collaboration with Music, we offer a Bachelor of Arts degree in Musical Theatre to prepare students for professional careers in musical theatre. Housed in a liberal arts environment, this course of study trains students in the three essential elements of musical theatre: music, acting and dance. In addition to multiple performance opportunities, students study the history and literature of musical theatre.

### ***MISSION STATEMENT***

The Theatre Arts program at LaGrange College is committed to providing students with the tools necessary to function as complete artists and creative, self-realized individuals by combining pre-professional theatrical training with a strong liberal arts curriculum.

Faculty are dedicated to the development of students' abilities to think critically and creatively and to the enhancement of their communication skills. A combination of classroom training and realized production work provides a supportive, invigorating environment for the collaborative and creative process.

### ***PROGRAM OBJECTIVES***

The faculty of Theatre Arts strive to:

- Provide students opportunities through auditions, classroom training, performances, projects, and realized production experience to develop a thorough understanding of the Theatre Arts and its significance in a liberal arts education.
- Develop and enhance students' abilities to think critically and collaboratively in order to communicate their ideas and insights as self-realized theatre artists in a creative, thought-provoking way.
- Provide students with a comprehensive Theatre Arts curriculum and well-rounded production, audition, and performance experiences in order to prepare them for graduate study and/or to help them seek gainful employment in their area of expertise.
- Provide students with challenging, diverse and innovative learning opportunities in Theatre Arts, which will encourage them to engage the world in an imaginative, thoughtful and ethical manner.

### ***LEARNING OBJECTIVES***

Upon completion of a degree in Theatre Arts, a student should be able to:

- demonstrate a thorough knowledge of the components of the theatrical process
- demonstrate the ability to critically interpret and communicate the cultural, social, and historical relevance of dramatic works
- demonstrate growth in creativity and self-expression through coursework and the realization of theatrical productions

### *ASSESSMENT OF LEARNING OBJECTIVES*

Learning objectives are assessed in the following manner:

- Examinations, critiqued performances, auditions, and critiqued projects assigned within each track
- Critiques for all departmental assignments
- Upperclassmen scholarship audition interviews
- Sophomore Review

### *DEPARTMENTAL REQUIREMENTS AND EXPECTATIONS*

A student pursuing a major in Theatre Arts must meet all of the following criteria on an ongoing basis:

- satisfactory completion of all degree requirements as outlined in this catalogue;
- participation in all departmental productions and activities, including auditions, production crews, work calls, and production strikes as assigned by faculty;
- enrollment in THEA 2285, Practicum, every semester
- attendance at all scheduled departmental meetings, activities, and productions;
- writing proficiency – a grade of “C” or better in ENGL 1101 & 1102;
- theatrical proficiency – a grade of “C” or better in all Theatre Arts courses; and
- a professional work ethic

A student who does not meet all of the above criteria each semester may be placed on probation. After the probationary period, the student will be reevaluated by the Theatre Arts faculty. If it is determined that the student has failed to meet the above criteria satisfactorily, then the student will be advised to choose another major.

In addition to completing the General Education curriculum requirements, students pursuing a major in THEATRE ARTS OR MUSICAL THEATRE must complete the following major program requirements:

### *REQUIREMENTS FOR A MAJOR IN THEATRE ARTS*

To earn a Bachelor of Arts degree in Theatre Arts, students will choose to specialize in one (1) of two (2) concentrations: 1) Performance or 2) Design and Technical Production. The major requires a total of 53 semester hours taken within the major. Of those hours, 32 are part of the THEA Core Requirements, while the other 21 are in the student’s chosen concentration.

#### *THEATRE ARTS CORE COURSE REQUIREMENTS*

THEA 1180	Stagecraft	3
THEA 1184	Acting I	3
THEA 2110	Introduction to Design	3
THEA 2283	Stage Management	3
THEA 2330	Script Analysis	3

THEA 3350	Theatre History I	3
THEA 3351	Theatre History II	3
THEA 4484	Senior Thesis	3
THEA 2285	Theatre Arts Practicum	8
Total Core:		32 semester hours

*THEATRE ARTS TRACK COURSE REQUIREMENTS*

*Performance Track*

THEA 1205	Movement for the Actor	3
THEA 1286	Stage Makeup	3
THEA 2210	Voice and Diction	3
THEA 2351	Acting II	3
THEA 3305	Period Styles of Acting	3
THEA 3451	Auditioning	3
one (1) Theatre Arts elective		3
Total Performance Track:		21 semester hours

*Design and Technical Production Track*

ART 1151	Basic Drawing	3
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Choose from the following courses for a total of 15 hours:

THEA 1286	Stage Makeup	3
THEA 2360	Costume Construction	3
THEA 2370	Properties Design and Construction	
THEA 2380	Scenic Painting	3
THEA 2402	History of Fashion and Style	3
THEA 3385	Costume Design	3
THEA 3360	Scenic Design	3
THEA 3381	Lighting Design	3
THEA 3586	Advanced Stage Makeup	3
THEA 3390	Advanced Stagecraft	3
and:		
one (1) Theatre Arts elective		3

Total Design/Technical Track: 21 semester hours

*REQUIREMENTS FOR A MAJOR IN MUSICAL THEATRE*

To earn a Bachelor of Arts degree in Musical Theatre students must complete the following:

*MUSICAL THEATRE DEGREE REQUIREMENTS*

THEA 1180	Stagecraft	3
THEA 1184	Acting I	3
THEA 1205	Movement for the Actor	3
THEA 2210	Voice and Diction	3
*THEA 2285	Practicum	8
THEA 2351	Acting II	3

MUSI 1100	Music Fundamentals or MUSI 1101	3
MUSI 1105/6 or 3105/3106	Applied Voice	8 hr. minimum
MUSI 1107/8	Choral Ensemble	Must be taken 4 times
MUSI 2239	Basics of Singing	3
MUTH 2100/2101	Dance for the Musical Stage	Must be taken 4 times
MUTH 3200	Musical Theatre Performance I	3
MUTH 3201	Musical Theatre Performance II	3
MUTH 4352	History of Musical Theatre	3

14 hours of approved electives in THEA/MUSI or 3000+ electives 14  
68

\*THEA 2285, Practicum is taken every semester for 0-2 credits.

### *REQUIREMENTS FOR A MINOR IN THEATRE ARTS*

For a minor in Theatre Arts, students are required to take a minimum of 18 semester hours, which must include a minimum of THEA 2330 and two (2) hours of practicum credit.

### *COURSE DESCRIPTIONS (THEA/MUTH)*

\*Denotes courses that may be used to fulfill the requirements of PG2: Artistic Production & Expressions in the Bridge to Ethos plan.

† Denotes courses that may be used to fulfill the requirements of PG2: Western Civilization & Humanities in the Bridge to Ethos plan.

#### **† THEA 1101                      Drama Survey I. (3)**

A survey of theatre beginning with ancient Greece continuing through Romanticism. Students will study theatre as a developed art form through reading, viewing, and discussing plays representing diverse eras of history. *Drama Survey I may be taken independently of Drama Survey II.*

#### **† THEA 1102                      Drama Survey II. (3)**

A survey of theatre from the rise of Realism through contemporary drama. Students will study theatre as a developed art form through reading, viewing, and discussing plays representing diverse eras of history. *Drama Survey II may be taken independently of Drama Survey I.*

#### **\*THEA 1180 Stagecraft. (3)**

A course designed to provide the student with theoretical and working knowledge of technical theatre. An emphasis is placed on the fundamental techniques and processes used in theatre productions. Students work on a departmental production

#### **\*THEA 1184 Acting I. (3)**

A course designed to introduce students to the fundamentals of acting for the stage. The course includes achievement of a simple objective, self and sensory awareness, relaxation, concentration, and beginning scene and text analysis.

**\*THEA 1205 Movement for the Actor. (3)**

A course designed to develop body awareness by exploring movement connected to impulse and instinct, focusing on integration of the mind, body, and spirit.

**\*THEA 1286 Makeup for the Stage. (3)**

A study in the theories and application of stage makeup. Topics may include corrective, old age, and character makeup, as well as prosthetics.

**THEA 2110 Introduction to Design. (3)**

This course introduces students to the fundamental elements of the design process, with emphasis on script analysis, visual communication, and creative expression.

**THEA 2210 Voice and Diction. (3)**

To introduce students to the process of voice production, methods of Linklater's freeing the voice with emphasis on relaxation and breathing, and applicable techniques for working with text.

**\*THEA 2272 Creative Dramatics. (3)**

A course that introduces methods of creating, designing, and utilizing drama to enhance teaching skills and fosters the educational development of students.

*Highly recommended for Early Childhood and Secondary Education majors*

**THEA 2283 Stage Management. (3)**

A course designed to provide students with introduction to, and basic training in, the area of stage management.

**THEA 2285 Practicum. (0-2)**

Designed for students to gain practical experience in and outside of their areas of focus. Students will engage in production assignments each semester to earn credit for this course. *May be repeated for credit.*

*Prerequisite:* for theatre majors or by consent of instructor

**THEA 2330 Script Analysis. (3)**

A study of major genres of dramatic literature designed to provide the director, actor, designer, dramaturge, and/or technician with basic guidelines for text analysis. Students develop and utilize skills to thoroughly analyze text.

**THEA 2351 Acting II. (3)**

A continuation of THEA 1184 that explores further character development through advanced scene work and improvisational exercises.

*Prerequisite:* THEA 1184

**\*THEA 2352 History of Fashion and Style. (3)**

A survey of Western clothing, ornament, architecture, and style that will examine roughly 3000 years. Beginning with the Ancient Greeks and continuing to contemporary style, students will be introduced to a wide range of designers and architects.

**\*THEA 2360 Costume Construction. (3)**

This course introduces students to the basic and advanced techniques of costume construction for the stage. Students will engage in hand and machine sewing, learn how to alter and create patterns, and identify costume styles.

**\*THEA 2370 Properties Design and Construction.** This course is designed to explore a myriad of processes involved in researching, designing and building props for the stage. Possible projects will include: sculpting, carving, casting, furniture maintenance, food for the stage and blood & gore effects.

**\*THEA 2380 Scenic Painting.** This course is designed to be an exploration of the scenic painting process. Through practical application students will interact with the materials and apply the techniques required for painting scenery.

**THEA 3305 Period Styles of Acting. (3)**

An advanced acting course which introduces students to period styles of acting and movement including Greek, Elizabethan, Comedy of Manners, Farce, and the Theatre of the Absurd.

*Prerequisites:* THEA 1184, THEA 2351

**THEA 3350 Theatre History I. (3)**

This course examines theatrical traditions, styles, and practices from ancient Greece through the mid-17<sup>th</sup> century.

**THEA 3351 Theatre History II. (3)**

This course examines theatrical traditions, styles, and practices from the Restoration to contemporary theatre.

**THEA 3360 Scenic Design. (3)**

A study of the scenic design process. Students will apply the principles of design to scenery through intense practical assignments. Emphasis is placed on communication through drafting, rendering, and modeling.

*Prerequisite:* THEA 2110 or ART 1151.

**THEA 3381 Lighting Design. (3)**

A study of the lighting design process. Students will apply the principles of design to lighting through intense practical assignments.

*Prerequisite:* THEA 2110 or ART 1151.

**THEA 3385 Costume Design. (3)**

A course that acquaints students with the basic skills needed to design theatrical costumes. Students will focus on research methods and rendering techniques to create a diverse portfolio of work.

*Prerequisite:* THEA 2110 or ARTD 1151

**THEA 3390 Advanced Stagecraft. (3)**

Students will apply the principles of stagecraft to rigorous practical assignments intent on developing fine craftsmanship skills. This project-based course will provide opportunities for woodworking, metal work, and technical design.

*Prerequisite:* THEA 1180

**THEA 3451 Auditioning. (3)**

A course designed for developing audition techniques and examining guidelines for audition procedures with emphasis on practical auditions, résumés, headshots, selection of audition material, and compilation of an audition portfolio.

*Prerequisite:* THEA 1184, THEA 2351

**THEA 3586 Advanced Stage Makeup (3)**

Advanced study in the theories and application of stage makeup. Students will design for a variety of genres including fantasy, period and post-modern. Students will experiment with advanced techniques such as air-brushing, casting. Advanced topics may include casting, moulage, and full body projects.

*Prerequisite:* THEA 1286

**THEA 4370 Directing. (3)**

This course introduces students to the fundamentals of directing, including the director's role in interpreting, choosing, rehearsing, and staging a play. The course culminates in realized One Act productions.

*Prerequisites:* THEA 1184, THEA 2110, THEA 2330, THEA 2351, or consent of instructor

**THEA 4470-2Special Topics. (1-3)**

A series of courses designed to provide students with advanced material/study in either performance or design tracks.

*Prerequisite:* consent of instructor

**THEA 4484 Senior Thesis. (3)**

A course in which senior Theatre Arts majors bring their training and emphasis into focus. Senior thesis projects must be track-specific.

*All proposals must be approved by the department chair and are subject to scheduling and faculty supervisory commitments.*

**THEA 4495 Independent Studies. (3) on demand.**

*Prerequisite:* Consent of instructor

**MUTH 2100/2101 Dance for the Musical Stage I-IV (0 – 1)**

Introductory and Advanced jazz, tap, ballet & musical theatre dance including contemporary Musical Theatre (1950s, 60s & 70s, 80s and 90s) genres of Broadway. *May be repeated for credit.*

**MUTH 3200 Musical Theatre Performance I (3)**

A study of musical theatre performance techniques including song and text analysis and practical performance experience in the preparation of a music theatre repertory for performance.

*Prerequisite:* Consent of instructor

**MUTH 3201 Musical Theatre Performance II (3)**

A continuation of MUTH 3200 with focus on advanced musical theatre selections and performances.

**MUTH 4352 History of Musical Theatre (3)**

Intense study of musical theatre genres, composers, lyricists, performers, directors and choreographers and their contributions to this musical form in America from 1750 to the present. Includes consideration of how musical theatre developed from, and reflected the cultural, social and political landscape of its time.

## **FACULTY**

Randall Adams (2011)

Associate Professor of Sociology

B.S., M.A., Middle Tennessee State University; Ph.D., University of Tennessee

David Oki Ahearn (1995)

Professor of Religion; Program Coordinator, Religion and Philosophy

B.A., Austin College; M.Div., Southern Methodist University; Ph.D., Emory University

Toni P. Anderson (1999)

Professor of Music and Program Coordinator

B.M., Lamar University; M.M., New England Conservatory of Music; Ph.D., Georgia State University

Kelly Ansley (2019)

Assistant Professor and Director of Library

B.S., Georgia State University; MLIS Valdosta State University

Elizabeth Appleby (2006)

Associate Professor of French

B.A., Seton Hill College; J.D., M.A., University of Pittsburgh; Ph.D., Ohio State University

Jana Austin (2016)

Director of Field Experiences, Department of Education

B.A., LaGrange College; M.Ed., Columbus State University

Kim Barber Knoll (1995)

Professor of Theater; Program Coordinator, Theatre

B.S., University of Tennessee; M.F.A., University of California at Los Angeles

Cindi Bearden (2001)

Associate Professor of Business and Accountancy

B.S., Jacksonville State University; Master of Accountancy, University of Alabama; Certified Public Accountant

Sandra Blair (2000)

Associate Professor of Nursing; Program Coordinator,

Online RN to BSN Program

B.S.N., LaGrange College; M.S.N., Georgia State University

Marcia Brown (1996)

Professor of Art and Design; Department Chair, Fine and Performing Arts

B.F.A., Guilford College; M.F.A., University of Georgia

Deborah Butler (2019)

Assistant Professor of Nursing

B.S.N., LaGrange College; M.S.N., Troy State University

Alicia Campbell (2011)

Associate Professor of Spanish

B.A., Flagler College; M.A., Ph.D., Florida State University

Angela N. Cauthen (2006)

Associate Professor of Biology; Department Chair, Sciences

B.S., Shorter College; Ph.D., University of Georgia

Colleena Collins (2019)

Visiting Assistant Professor of Exercise Science

B.S., Southeastern Louisiana University; M.S., Life University

John Granger Cook (1994)

Professor of Religion

B.A., Davidson College; M.Div., Union Theological Seminary;

Ph.D., Emory University

Beth Dismukes-Evans (2019)

Assistant Professor of Nursing

B.A., Auburn University; B.S.N., Jacksonville State University; M.S., University of South Alabama

Nina Dulin-Mallory (1989)

Professor of English

B.A., Clemson University; M.Ed., LaGrange College; Ph.D., Auburn University

Jon M. Ernstberger (2008)

Associate Professor of Mathematics; Associate Vice President for Academic Affairs

B.S., M.S., Murray State University; Ph.D., North Carolina State University

Stacey L. Ernstberger (2010)

Associate Professor of Mathematics; Director of the Tutoring Center

B.S., Murray State University; M.S., Ph.D., North Carolina State University

Timothy Fitz-Gerald (2018)

Assistant Professor of Musical Theatre

B.F.A., Syracuse University; M.F.A., Virginia Commonwealth University

Gordon Jeffrey Geeter (1990)

Assistant Professor of Health Education

A.S., Andrew College; B.S., Tennessee Wesleyan College;

M.S.S., United States Sports Academy

Melvin H. Hall (2002)

Professor of Chemistry

B.S., Cuttington University College; M.A., University of California at Berkeley;

Ph.D., Auburn University

Cody Haun (2018)

Assistant Professor of Exercise Science

B.S., M.A, East Tennessee State University

Ph.D., Auburn University

Sarah Holden (2016)

Assistant Professor of Nursing

B.S.N., LaGrange College; M.S.N. Gonzaga University

Luke Hopper (2017)

Technical Director, Theatre Arts

B.A., Hastings College; M.F.A., University of Missouri – Kansas City

Christi Perkins Hu (2011)

Associate Professor of Psychological Science; Program Coordinator,

Psychological Science; Director of Undergraduate Research

B.S., Samford University; Ph.D., University of Alabama at Birmingham

Brian Hunter (2018)

Assistant Professor of Entrepreneurship and Marketing

B.S., M.S., Ph.D., Purdue University

Seok Hwang (2005)

Associate Professor of Mathematics

B.S., Yeungnam University; M.A., Ph.D., University of Wisconsin

Preston James, IV (2016)

Assistant Professor of Sports Management and Business Law

B.F.A., Emporia State University; M.B.A., J.D., University of Kansas

Lee E. Johnson (1990)

Fuller E. Callaway Professor of Music

B.A., Auburn University; M.M., Indiana University

Dorothy M. Joiner (2001)

Lovick Corn Professor of Art History

B.A., St. Mary's Dominican College; M.A., Ph.D., Emory University

Robert Colby Jones (2016)

Assistant Professor of Education

B.S.Ed, Ph.D., Auburn University; M.Ed., LaGrange College

Charles P. Kraemer (1978)

Professor of Psychological Science

B.A., LaGrange College; M.S., Ph.D., University of Georgia

John D. Lawrence (1970)

Fuller E. Callaway Professor of Art and Design

B.F.A., Atlanta College of Art; M.F.A., Tulane University

Amber Leiker (2018)

Assistant Professor of Exercise Science

B.A., University of North Carolina at Chapel Hill; M.Ed, Auburn University;

Ph.D, Auburn University

Donald R. Livingston (2001)

Professor of Education

B.S., Drexel University; M.Ed., West Chester University;

Ed.D., Georgia Southern University

Sharon M. Livingston (2006)

Associate Professor of Education; Director of Assessment for the Department of Education

B.S., Drexel University; M.S.A., West Chester University;

Ph.D., Georgia State University

Kevin Ludwick (2015)

Assistant Professor of Physics

B.S., University of South Carolina; Ph.D., University of North Carolina

Walter J. Lukken (2016)

Assistant Professor of Political Science; Pre-Law Advisor; Co-Director, Servant Scholar Program

B.A., Notre Dame; J.D., University of Georgia

Patricia Marchesi (2015)

Assistant Professor of English

B.A., Hamilton College; M.A., University of Delaware; Ph.D., University of Colorado, Boulder

Greg A. McClanahan (1988)

Professor of Mathematics; Department Chair, Mathematics

B.S., M.S., Auburn University; Ph.D., Clemson University

Beth McClanahan (2011)

Assistant Professor of Mathematics

B.S. Birmingham-Southern College; M.S. Columbus State University;

Ph.D., Auburn University

William J. McCoy, IV (1991)

Professor of Chemistry and Physics; Program Coordinator, Chemistry and Physics

B.S., Yale University; Ph.D., University of North Carolina

Linda H. McMullen (1999)

Ely R. Callaway Senior Associate Professor of Management and International

Business; Co-Director of Cornerstone

B.S., M.S., Geneva College; M.A., Ph.D., Fielding Graduate University

Gus McMurray (2017)

Assistant Professor of Taxation and Information Systems

B.S., University of Alabama; M.S., University of Virginia

Angela McSpadden (2013)

Assistant Professor of Nursing

B.S.N., Georgia Regents University (MCG); M.S.N., University of West Georgia

Margaretta Milam (2013)

Assistant Professor of Education; Department Chair, Education;

Graduate Program Coordinator, Education

B.S., M.A., LaGrange College; Ed.S., Troy State University;

Ed.D., University of West Georgia

Samuel Miller (2019)

Assistant Professor of Music; Director of Choral Ensembles

B.M., Valdosta State University; M.Ed., University of Georgia; M.M., Mercer

University; D.M.A., University of Kentucky

Andrea Mueller (2017)

Instructor of Music

B.M., Louisiana State University; M.M., Ph.D., Louisiana State University

Justin Muller (2018)

Assistant Professor of Clinical Mental Health Counseling

B.S., University of South Carolina; M.S., Valdosta State University;

Ph.D., University of South Carolina

Molli Newman (2016)

Assistant Professor of Biology

B.S., Columbus State University; Ph.D., Auburn University

Anna Odom (2007)

Associate Professor of Nursing  
A.D.N, LaGrange College; M.S.N., Georgia State University;  
C.F.N.P., American Academy of Nurse Practitioners

Bobette Jo Otto (2014)

Assistant Professor of Sociology; Program Coordinator, Sociology and  
Anthropology  
B.A., Eastern Illinois University; M.A., East Tennessee State University;  
Ph.D., Georgia State University

William G. Paschal (1994)

Professor of Biology  
B.S., Saint Joseph's College; Ph.D., Indiana University School of Medicine

Kenneth Passmore (2011)

Assistant Professor of Music  
B.M.E., Lamar University; M.M. Georgia State University

Vicki T. Pheil (2007)

Assistant Professor of Education; Field Experience Consultant  
B.A., M.Ed., LaGrange College

Amanda R. Plumlee (1996)

Professor of Latin American Studies; Program Coordinator, Modern Languages  
B.S., University of Tennessee at Chattanooga; M.A., Ph.D., University of  
Tennessee

Melinda Pomeroy-Black (2005)

Associate Professor of Biology  
B.A., Rhodes College; M.S., Ph.D., Virginia Polytechnic Institute and State  
University

Dixie Powers (2019)

Assistant Professor of Clinical Mental Health Counseling  
B.A., M.Ed., Ph.D., Auburn University

Rebekah Ralph (2014)

Instructor of Education Technology  
B.S., Wingate University; M.Ed., Ed.S., LaGrange College

Margaret Reneke (1999)

Professor of Art and Design  
B.F.A., University of Georgia; M.F.A., Virginia Commonwealth University

Tracy Clahan Riggs (2011)

Instructor of Theatre Arts

B.F.A., Catholic University, M.F.A., Florida Atlantic University

Arthur Robinson (1998)

Assistant Professor of Library Science; Public Services Librarian

B.A., Trinity College; M.L.S., Ph.D., Indiana University

Lydia W. Rosencrants (1999)

Professor of Accountancy; Department Chair, Business; Graduate Program

Coordinator, Philanthropy and Development

B. S., University of Richmond; Ph.D., Michigan State University

Maranah A. Sauter (1983)

Professor of Nursing; Associate Vice President for Academic Affairs;

Interim Director of PACE

A.A., B.S., Georgia Southwestern College; M.S., Georgia State University;

Ph.D., Medical College of Georgia

Laine Allison Scott (1998)

Professor of English; Department Chair, Humanities

B.A., The College of William & Mary; M.A. (French), Middlebury College;

M.A. (English), Salisbury State University; Ph.D., University of Alabama

Kevin L. Shirley (1998)

Professor of History; Coordinator, National History Day

B.A., M.A. (history), M.A. (religion), Ph.D., Florida State University

Jack C. Slay, Jr. (1992)

Professor of English

B.A., M.A., Mississippi State University; Ph.D., University of Tennessee

Brandon Slocumb (2018)

Assistant Professor of Music and Director of Bands

B.M.E., Samford University; M.M. University of North Texas;

D.M.A., University of North Carolina at Greensboro

Richard Soash (2019)

Visiting Assistant Professor of History

B.A., Florida Southern College; M.A., Ph.D., Florida State University

Amber Spratlin (2019)

Electronic Resources Librarian

B.A., LaGrange College; M.L.I.S., University of Alabama

Stephanie Thomas (2017)

Assistant Professor of Psychological Science  
B.S., Appalachian State University; M.S., Ph.D., Ohio University

Justin Thurman (2010)

Associate Professor of English, Director of Writing Center; Co-Director of Cornerstone  
B.A., M.A., University of Nevada, Reno; Ph.D., University of Louisiana at Lafayette

John A. Tures (2001)

Professor of Political Science; Program Coordinator, Political Science  
B.A., Trinity University; M.S., Marquette University; Ph.D., Florida State University

Mitchell Turner (2002)

Professor of Music  
B.S., Georgia Southern University; M.M., Ph.D., University of Georgia

Kelly Veal (2016)

Assistant Professor of Clinical Mental Health Counseling  
B.S., M.S., Columbus State University; Ph.D., Auburn University

Austin Wieland (2015)

Assistant Professor of Art  
B.F.A., Miami University; M.F.A., Edinboro University of Pennsylvania

Caleb Williams (2018)

Assistant Professor of Exercise Science  
B.S., University of North Florida; M.A., University of Pittsburgh;  
Ph.D., University of Mississippi

Anthony Wilson (2004)

Associate Professor of English  
B.A., Oglethorpe University; M.A., Ph.D., Vanderbilt University

Mark D. Yates (2011)

Associate Professor of Biology  
B.S., Furman University; M.S., Clemson University; Ph.D., University of Missouri

Carol M. Yin (1991)

Professor of Mathematics; Director of Institutional Effectiveness  
B.S., M.A.M., Ph.D., Auburn University

Kuo-chuan Yin (1994)

Professor of Mathematics

B.S., National Chung Hsing University; M.S., Ph.D., Auburn University

## **PRESIDENT EMERITUS**

Walter Y. Murphy (1980-1996 (deceased), A.B., M.Div., Emory University; LL.D., Bethune-Cookman College; D.D., LaGrange College

## **PROFESSORS EMERITI**

### *Professors Emeriti*

Nancy Thomas Alford, B.S., M.S. (1969-2007)  
Sybil L. Allen, B.S., M.Ed., Ed.D. (1976-1994)  
Jon Birkeli, A.B., Ph.D., (1987-2016)  
Roland B. Cousins, B.S., M.S., D.B.A. (1990-2005)  
Sue M. Duttera, B.S., Ph.D. (1986-2002)  
Charles H. Evans, B.S., M.S., Ph.D. (1981-2011)  
Luke K. Gill, Jr., B.B.A., M.S.W., J.D. (1971-2002) (deceased)  
S. G. Hornsby, B.S.Ed., M.A., Ph.D. (1966-2005)  
Sandra K. Johnson, B.A., M.Ed., Ed.D. (1983-2005)  
Richard Donald Jolly, B.A., M.S., Ed.D. (1961-1995)  
Evelyn B. Jordan, A.A, B.S., M.Ed., Ed.D. (1977-2001)  
Tracy L. R. Lightcap, A.B., M.A., Ph.D. (1976-2016)  
Charles Franklin McCook, A.B., S.T.B., S.T.M., Ph.D. (1961-1994)  
Frederick V. Mills, A.B., S.T.B., M.Th., M.A., Ph.D. (1967-2007)  
Maynard L. Reid, B.S.E., M.S.E., Ed.D (1973-1995)  
John L. Shibley, B.S., M.S., Ph.D. (1950-1986) (deceased)  
Tim N. Taunton, B.A., M.F.A. (1984-2016)

### *Associate Professors Emeriti*

Julia B. Burdett, A.A., B.A., M.P.E., M.S.W. (1974-1997)  
Patrick M. Hicks, B.S., M.S. (1958-1998) (deceased)

## **BOARD OF TRUSTEES**

### **OFFICERS**

Chairman ..... Robert L. Carmichael, Jr.  
Vice Chairman ..... James F. Bruce, Jr.  
Second Vice Chairman ..... Dan K. McAlexander  
Secretary ..... Nancy K. Stevens  
Treasurer... Deborah P. Hall

### **MEMBERS**

John A. Beyers, LaGrange, Georgia Ex Officio  
Curtis Brown, Jr., LaGrange, Georgia Ex Officio  
Daniel T. Brown, Roswell, Georgia 2023  
James F. Bruce, Jr., LaGrange, Georgia 2021  
H. Speer Burdette, III, LaGrange, Georgia 2023  
Kelly Durand Cain, LaGrange, Georgia 2023  
Robert L. Carmichael, Jr., LaGrange, Georgia 2022  
Linda Cole, Cumming, Georgia 2020  
Laura Dean, Atlanta, Georgia Ex Officio  
Chris C. Edwards, Griffin, Georgia 2023  
L. C. Evans, Forsyth, Georgia 2020  
Shearon Wiggins Glover, Atlanta, Georgia 2022  
Sue Hauptert-Johnson, Atlanta, Georgia Ex Officio  
Scott D. Hawkins, Atlanta, Georgia 2023  
William M. Hodges, Atlanta, Georgia 2023  
Tim Irwin, Atlanta, Georgia 2022  
Curt M. Johnson, Valley, Alabama 2022  
Kim Barber Knoll, Faculty Rep., LaGrange, GA. Ex Officio  
Susan Landry, LaGrange, Georgia Ex Officio  
Beverly Y. Langford, Atlanta, Georgia 2020  
T. Scott Malone, LaGrange, Georgia 2022  
Dylan McCollough, SGA President Ex Officio  
Kathy R. McCollum, Macon, Georgia 2020  
Michael McCord, Carrollton, Georgia Ex Officio  
William F. McRae, LaGrange, Georgia 2023  
Anil R. Modi, LaGrange, Georgia 2020  
Edward A. Montag, Atlanta, Georgia 2020  
Olugbenga O. Obasanjo, LaGrange, Georgia 2020  
James I. Pace, Jr., Fayetteville, Georgia 2021  
Paul S. Penn, III, LaGrange, Georgia 2020  
Eunjae Kim Peralta-Ramos, Atlanta, Georgia 2022  
William T. Plybon, Atlanta, Georgia 2022  
Joe F. Ragland, Jr., LaGrange, Georgia 2021  
Richard S. Simmons, LaGrange, Georgia 2021  
Edward D. Smith, LaGrange, Georgia 2022  
Nancy K. Stevens, LaGrange, Georgia 2021  
Sue Marie Moshell Waddell, Columbus, Georgia 2023

George F. Wheelock, III, Birmingham, Alabama 2021  
Deedee G. Williams, West Point, Georgia 2021  
Richard C. Wolfe, LaGrange, Georgia 2021  
James M. Wood, III, Chamblee, Georgia 2022  
Greg W. Wright, Newnan, Georgia 2023

### **CONSULTANTS**

Karen Aubrey, Vice President for Academic Affairs  
James H. Blackwood, Chief Information Officer  
Brian A. Carlisle, Vice President for Student Engagement, Dean of Students  
Jennifer L. Claybrook, Vice President for Athletics  
Dawn C. Coker, Vice President for Human Resources, Federal and State Compliance, and Diversity  
Deborah P. Hall, Vice President for Finance and Operations  
Dan K. McAlexander, President  
Joseph C. Miller, Vice President for Enrollment  
Rebecca Roth Nicks, Vice President for External Relations

### **LEGAL COUNSEL**

James C. Thornton, LaGrange, Georgia

### **PRESIDENT'S ADVISORY COUNCIL**

Carolyn M. Bernard Becker, Athens, Georgia  
David E. Boyd, Atlanta, Georgia  
Hal N. Brady, III, Atlanta, Georgia  
Samuel G. Candler, Atlanta, Georgia  
Robert B. Copeland, LaGrange, Georgia  
E. Malone Dodson, Alpharetta, Georgia  
Edmund C. Glover, West Point, Georgia  
William G. Griffin, Jr., Rome, Georgia  
G. Sanders Griffith III, Columbus, Georgia  
Elizabeth C. Harris, Cartersville, Georgia  
C. Stephen Lynn, Nashville, Tennessee  
Charles M. Miller, Cornelia, Georgia  
Howard R. Park, Columbus, Georgia  
S. Cliff Rainey, LaGrange, Georgia  
Charles W. Smith, LaGrange, Georgia  
James L. Waits, Atlanta, Georgia  
Almonese Brown Clifton Williams, Decatur, Georgia

## **PRESIDENT'S CABINET**

Karen Aubrey (2017) – Vice President for Academic Affairs

B.S.E., University of Central Arkansas; M.A., University of Central Arkansas;  
Ph.D., University of Southern Mississippi

James H. Blackwood (2018) – Chief Information Officer

B.S., Computer Science, LaGrange College

Brian A. Carlisle (2018) – Vice President for Student Engagement & Dean of Students

B.S., The University of Alabama; M.A., The University of Alabama;  
J.D., Southwestern Law School

Jennifer L. Claybrook (1999) – Vice President for Athletics

B.A., M.Ed., LaGrange College

Dawn C. Coker (2009) – Vice President for Human Resources, Federal and State  
Compliance, and Diversity

B.A., LaGrange College

Deborah P. Hall (2018) – Vice President for Finance and Operations

B.S., University of North Carolina

Dan K. McAlexander (2009) – President

B.A., University of Kansas; M. M., The Julliard School;  
D.M.A., University of Cincinnati

Joseph C. Miller (2012) – Vice President for Enrollment

B.A., Austin Peay State University; M.L.A., Auburn University

Rebecca Roth Nicks (2006) – Vice President for External Relations

B.S., Lambuth University; M.B.A., Columbus State University

## **ADMINISTRATIVE STAFF**

EFFECTIVE AUGUST 2019

Michael Anderson (2011)	Major Gift Officer, Development
Kelly Ansley (2019)	Director, Lewis Library
Karen Aubrey (2017)	Vice President for Academic Affairs
Debby Baker (2009)	News and Feature Writer
Nicholas Beamenderfer (2016)	Assistant Coach, Baseball
Sarah Bearden (2018)	Assistant Coach, Cross Country
Jackie Belcher (2000)	Assistant Director, Financial Aid
James Blackwood (1996)	Chief Information Officer
Christopher Blocker (2018)	Assistant Athletic Trainer
Lee Buchanan (2013)	Head Coach, Women's Basketball
April Butler (2010)	Manager, Circulation Desk, Lewis Library
Brandi Cameron (2016)	Counselor
Brian Carlisle (2018)	Vice President, Dean of Students
Earl Chambers (2014)	Head Coach, Football
Ryan Chamblee (2018)	Major Gift Officer, Development
Jennifer Claybrook (1999)	Vice President, Athletics, Head Softball Coach
Dawn Coker (2009)	Vice President, Human Resources
Ryan Cook (2018)	Associate Dean of Campus Life
Pamela Cox (2012)	Payroll Administrator, Human Resources
Janet Craft (2017)	Assistant Athletic Trainer
Katie Daniel (2015)	Assistant Athletic Trainer
Lee Davis (2008)	Recruitment Writer
Mark Davis (2014)	Director of Development
Andrea Davis (2019)	Admission Counselor
Rob Dicks (2001)	Director, Athletic Trainer & Compliance
Ryan Dickson (2017)	Head Coach, Soccer
Matthew Donnett (2010)	Head Coach, Tennis
Jon Ernstberger (2008)	Associate Vice President for Academic Affairs
Vickie Evans (2005)	Administrative Assistant, Humanities
Lisa Farrow (1991)	Circulation Associate, Lewis Library

Laura Faulkner (2008)	Administrative Assistant, Chaplain's Office
Braxton Ford (2017)	Admission Counselor
G. Jeffrey Geeter (1990)	Strength and Conditioning Coordinator
Deborah Hall (2018)	Vice President for Finance and Operations
Chastity Hargrett (2003)	IT Support Specialist
Bethany Harris (2016)	Post Office Assistant
Dean Hartman (2000)	Senior Director of Communications and Marketing
Trinity Lynn Hightower (2018)	Administrative Support, Residential Education & Housing
Lauren Hill (2017)	PACE Office Coordinator, Academic Affairs
Sonya Hill (2019)	Administrative Assistant, History and Social Sciences
Dyshon Hines (2018)	Weekend/Evening Assistant, Library
Carlie Hinson (2018)	Area Manager, Residential Education & Housing
Patti Hoxsie (2000)	Director of Finance & Business Services
Janet Hughes (2004)	Assistant to VP for External Relations and VP for Finance and Operations
John Hughes (2002)	Sports Information Director
Magdalene Hull (2017)	Science Laboratory Technician, Biology
Stacy Jackson (2000)	Assistant Director for Digital Media and Design, C&M
Devin James (2018)	Aquatics Director and Head Swim Coach
Jennifer Jones (2017)	Administrative Assistant, Business & Accountancy
Jasen Jonus (2015)	Associate Head Coach, Men's Basketball Head Coach, Cross Country
Christina Kelley (2017)	Administrative Assistant, Exercise Science
David Kelton (2009)	Head Coach, Baseball
Kaitlyn Kimball (2018)	Head Coach, Lacrosse
John Kraus (2018)	Controller, Business Services
Susan A. Laforet (1994)	Administrative Assistant, Callaway Science Building
Elissa Lawson (2018)	Admission Counselor
Chris Lee (2018)	IT Support Specialist
Rebekah Lee (2018)	Gift Officer, Development
Lauren Lovin (2016)	Advancement Services Coordinator, Development
Jeff Lukken (2013)	Director, Servant Scholars Program
Madison Machurek (2017)	Head Coach, Volleyball

Phillip Manning (2019)	Assistant Coach, Football
Susan Mansour (2014)	Manager, Panther Prints and Postal Services
Stephanie Marcellini (2014)	Accounts Payable Specialist, Business Services
Cynthia Mayfield (2006)	Assistant, The Panther Connection
Dan K. McAlexander (2009)	President
Rachel Messerly (2018)	Accounting Assistant, Business Services
Joseph Miller (2012)	Vice President, Enrollment Management
Jack Morman, Sr. (1992)	Pool Operations Assistant
Felecia Moore (2015)	Archives Assistant, Lewis Library
Eric Morris (2019)	Assistant Coach, Football
Vickie Morton (2018)	Database & Administrative Assistant, Development
D. Scott Mularz (2016)	Assistant Coach, Baseball
Lucinda Muncy (2019)	Administrator, Human Resources
Rebecca Roth Nicks (2006)	Vice President, External Relations
Brandy Offenback (2016)	Assistant to the Vice President for Academic Affairs
Justyn Olson (2018)	Admission Counselor
Margaret Peterson (2016)	Assistant Athletic Trainer
Ansley Phillips (2017)	Admission Counselor
Holly Phillips (2016)	Admission Services Coordinator
Martha Pirkle (1993)	Director of Alumni and Community Relations
Todd Prater (2010)	Registrar
Karen Pruett (2015)	Associate Dean for Student Leadership and Career Development
Michele Raphoon (2005)	Program Coordinator, Global Engagement
Nicholas Raszeja (2018)	Assistant Coach, Football
Melissa Reeves (2010)	Student Accounts Specialist, Business Services
Michelle Reeves (1999)	Director, Financial Aid
Carla Rhodes (2005)	Executive Assistant to the President
Jenna Rice (2019)	Administrative Assistant, Registrar's Office
Lee Richter (1999)	Head Coach, Golf
Adam Roberts (2014)	Chaplain and Director of Spiritual Life
Arthur Robinson (1998)	Public Services Librarian, Lewis Library
Tammy Rogers (1996)	Director of Special Events and Conferences

Jarred Rutherford (2017)	Assistant Coach, Football
Maranah Sauter (1983)	Associate Vice President for Academic Affairs
Leslie Sebaugh (2015)	Administrative Assistant, Alumni and Community Relations
Brandon Sewell (2019)	Head Coach, Men's Lacrosse
Jennifer Shaw (2014)	Store Manager, The Panther Connection
Savannah Sloan (2017)	Assistant Coach, Softball
Ronald Stafford (2005)	Associate Director – Enterprise Infrastructure
Eva Stephen (2005)	Data Assessment Manager, Department of Education
Matthew Strother (2016)	Development/Communication Specialist, Com. & Mktg.
Nikkovia Sweet (2016)	C & M Specialist/Assistant, Communications and Marketing
Gina Thompson (2017)	Assistant to the Registrar
Kendall Todd (2014)	Assistant Coach, Football
Emma Trammell (1992)	Information Specialist, Office of Admission
Pamela Tremblay (1998)	Director of Counseling
Christy Vanhooose (2010)	Administrative Assistant, Department of Nursing
Fred Wagenaar (2014)	Head Coach, Women's Soccer
Kendal Wallace (2011)	Head Coach, Men's Basketball
Kayla Watson (2015)	Area Manager, Residential Education & Housing
Jan Webb (2015)	Financial Aid Counselor
Bobbi West-Stemple (2019)	Administrative Support, Student Engagement & Counseling Center
Gail Whatley (2010)	Administrative Assistant, Department of Education
Michael White (2017)	Athletic Program Coordinator
David Wiggins (2003)	Acquisitions Assistant, Lewis Library
Stacey Wilson (2005)	Serials & Cataloging Assistant, Lewis Library
Jacob Wise (2016)	Internship Coordinator and Career Advisor
Lanora Yates (2016)	Gallery Manager/Curator, Art and Design
Carol Yin (1991)	Director, Institutional Effectiveness